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ABSTRACT

Patrick Henry Community College's (PHCC's) program of student development services consists of the career development center, financial aid, nontraditional education, student activities, counseling, testing and placement, admissions, and the office of the registrar. In order to assess the effectiveness of the program, it was first necessary to identify the strengths and weaknesses of each component and then to look for similarities to assess the program as a whole. The program components were evaluated in terms of their purposes, activities, and outcomes. In addition, students were surveyed to determine their attitudes toward, use of, and satisfaction with PHCC's student development programs and activities. Finally, interviews were conducted with key program administrators to determine their perceptions of needs and problems. Selected findings included the following: (1) the career development center needed additional funding, closer relations with faculty, and new marketing techniques; (2) the financial aid office needed larger, better planned facilities, additional staffing, and more sophisticated computer resources; (3) a primary concern of the nontraditional studies center was ongoing funding; (4) the major problems facing the student activities program were that most students did not participate in the activities and many knew nothing about them; and (5) to improve the program as a whole, methods were needed to inform students about available programs and to involve faculty and administrators in these activities. Appendixes (the bulk of the document) provide the survey instruments and results. (AJL)

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Student Development Services Program Evaluation

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September 30, 1988

JC 890 099

Foreword

The following evaluation report is the result of a great deal of hard work on the part of faculty and administrators at Patrick Henry Community College. Two committees worked during the 1987-88 academic year to examine the Student Development Services program and decide on the best course of action for this division during the coming year(s). Their hard work and dedication have made this a document of which the college can be proud. College personnel who worked on this project are listed below.

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STUDENT DEVELOPMENT SERVICES PROGRAM EVALUATION

The student development services program at Patrick Henry Community College (PHCC) consists of the areas of admissions, career development and placement, counseling, financial aid, non-traditional studies, placement/testing, registrar, and student activities. In order to assess the effectiveness of the program, it was first necessary to look at each of its parts for strengths and weaknesses and then to look for similar characteristics among the parts in assessing the program as a whole. This report, then, is organized by components of the student development program, with a final section dealing with the program as a whole.

Career Development Center

Until the 1984-85 academic year, little had been done to meet career development/job placement needs of PHCC students. An annual "Open House Career Day" and "College Day" were held, and a one-time only "Focus on Careers of the Future" symposium was conducted for local high school counselors. Career information materials were housed in the library and were seldom used.

During the 1984-85 academic year, a new counselor was added to the staff of the Student Development Services division of the college. This addition meant that an expansion of career planning and placement services was possible. Career counseling services were available on a part-time basis through the student development offices throughout the 1984-85 academic year and through the end of the 1985 calendar year. Because of the part-time nature of the career development function and the demands for admissions and placement counseling, very little career development activity took place until January, 1986, when a full-time Coordinator of Career Development was hired through the auspices of a Title III Special Needs Grant.

This person is well trained and experienced in working with students who are involved in job searches through writing resumes, personal data sheets and other materials used to present themselves in the best possible light to potential employers. Additionally, she has experience in counseling students in identification of career goals and appropriate educational tracks to meet those goals. She also has experience in working with business and industry personnel. All of these skills are beneficial in carrying out the responsibilities for development and implementation of a comprehensive career counseling program.

Purpose

Specific purposes of the career planning and placement function, as outlined by the Coordinator of Career Development/Placement, are to help students to:

1. Engage in self-assessment
2. Obtain occupational information
3. Explore a full range of employment and/or further post-secondary education
4. Present themselves effectively as candidates for employment
5. Obtain optimal placement in employment or further professional preparation

Facilities

The Career Development Center is located in the Learning Resources Center. Between the hours of 8:00 a.m. and 5:00 p.m. daily a counselor is available for group or individual counseling activities. Additional hours are available through appointments. After 5:00 p.m., members of the Learning Resources Center staff are available to offer assistance to persons seeking career development information. Materials available include information about labor forecasts, job-seeking skills, decision-making and planning, and educational and occupational data.

Activities of the Career Development/Placement Center

The Career Development Center sponsors annual "Career Day", "On-Campus Recruiting", and "National School Guidance and Counseling Week Activities". *Placement Lines* newsletter provides information about educational/occupational opportunities which are available to students. As Table 1 illustrates, since 1985 employer participation and student attendance at Career Day have remained fairly stable.

Table 1: *Career Day Participation and Attendance*

	Employers in Attendance	Number of Students Participating
1985	15	200
1986	17	158
1987	15	150

On-Campus Recruiting is scheduled during May each year. Area employers are invited to the college for the purpose of interviewing students who are looking for full-time or part-time jobs. They establish appointments ahead of time as well as allowing students to have walk-in interviews. In May, 1988, seven companies sent interviewers to campus to talk with PHCC students.

Notices about part-time, full-time and temporary positions which are available for students are also published by the Center. Between September, 1986 and June, 1987, 165 jobs were advertised through Career Development Center job notices. Of those, 40 were filled by PHCC students. Since June, 1987, information about job notices has been kept on a monthly basis, and is included in the following table.

Table 2: Job Notices Published by CDC

	Number of Notices	Jobs Filled By PHCC Students	% Filled By PHCC Students
July, 1987	16	3	18.75%
August, 1987	21	2	9.52%
September, 1987	39	19	48.72%
October, 1987	17	6	35.29%
November, 1987	15	4	13.33%
December, 1987	4	5	125.00%
January, 1988	17	5	29.50%
February, 1988	11	2	18.18%
March, 1988	13	2	15.38%
April, 1988	18	3	16.67%
May, 1988	24	7	29.17%
June, 1988	18	7	38.89%
TOTAL	213	65	30.52%

As the above figures indicate, the number of job notices published during a six-month period from July, 1987 to June, 1988 totalled 213. Sixty-five PHCC students were employed as a result of those job notices. In addition to the students employed, at least seven persons associated with PHCC have been employed as a result of job notices. These included family members of students and PHCC employees.

In addition to activities listed above, the CDC provides a comprehensive career assessment program. During the 1986-87 and 1987-88 academic years, the following tests/assessment instruments were administered through the CDC.

Table 3: Tests/Assessment Instruments Administered Through CDC

	1986-87	1987-88
Myers-Briggs Type Indicator	63	32
Strong Vocational Interest Blank	66	35
Career Assessment Inventory	59	83
Word and Number Assessment Inventory	2	3
Temperament and Values Inventory	126	0
Self-Descriptive Inventory	1	0
Ideas		190
TOTAL	317	343

As a part of its goal to work with business and industry leaders as well as members of the community, the CDC performs a variety of outreach functions. Among these are the following, which have been conducted since September, 1986:

1. Study Skills Seminars for high school students
250 students from Bassett High School
130 students from Drewry Mason High School
2. Classes for teacher recertification, funded through a Sex Equity Grant, participants receive free tuition while developing materials to be used in their classrooms.

Fall, 1987 - 17 students
Winter, 1988 - 8 students
Spring, 1988 - 20 students
3. CGP test given to Carver High School students at the high school.
4. Patrick County High School and Drewry Mason High School: Individual counseling of students regarding CGP scores, filling out college applications and college programs available at PHCC.
5. Attended Martinsville High School Career Day.
6. Worked with Alliance for Excellence, explaining grant program and career development activities which are available at PHCC.
7. Spoke at Franklin County Women's Club. Topic: "Why Develop Your Potential?"
8. Spoke to Stanleytown Ruritans about Career Development Activities.
9. Worked with Blue Ridge Personnel on potential involvement in career development activities at PHCC.
10. Worked with persons at E. I. Dupont plant who are being laid off as part of reduction in force concerning financial aid availability, writing resumes, and special programs available to them at PHCC.

The Career Development Center is available for PHCC students and staff, and for members of the community in order to use job search, career assessment, and other educational books and computer materials, including Discover software, a carefully-designed career planning program which provides information about student interests and abilities, occupations, schools, and programs of study. The following table details use of the CDC for a variety of purposes.

Additionally, the CDC has responded to more than 100 requests for packets of information about such items as job notices, certification requirements for teachers, training programs for certain skills, information about working for federal or state agencies, and college programs available.

Table 4: CDC Usage: July, 1987 to June, 1988

Month	CDC Users	DISCOVER	Job Notices	Class/ Orientation	College Catalogs	Books	Other*
Jan.	29	13	1	1	2	3	9
Feb.	92	44	7	22	2	13	4
Mar.	61	23	4	0	2	1	31
Apr.	40	5	2	0	4	6	23
May	87	31	5	0	0	5	46
June	33	0	6	0	3	3	21

*Other category includes assistance in setting up a credentials file, resume writing, cover letters, VA View, Administering Strong-Campbell, and career counseling.

A Credentials File for students was designed and implemented by the Coordinator of Career Development/Placement. This would allow potential employers to find out about students who are available for work and their qualifications, if they have completed information packets on file in the CDC. Because of lack of interest (only 13 students requested to have their names placed in the file), increased effort to market this service will begin in Spring, 1988.

An Employer Information File, containing job-related information such as type of training needed to work at that facility, average starting salary, and available fringe benefits, has been initiated and is still in the developmental stage. Approximately 2200 questionnaires were sent to area businesses and industries in an attempt to obtain information for the file. One hundred twenty-five responded. Data entry and reporting methods were jointly developed by the CDC and Administrative Data Services personnel. A follow-up survey was also conducted of those businesses which did not respond to the first questionnaire. The final result of this project is a file which is accessible to students and provides information about businesses to whom they may choose to apply for jobs.

Survey of Students

A broad cross section of students were surveyed to determine how they feel about all student development activities and programs. (A complete analysis of all responses is included in Appendix B.) When asked how many times they used the Career Development Center, 46.89% indicated that they had never used it and 35.71% stated that they had used it three or less times. This means that only about 17% of all respondents had used the center four or more times.

Students who did use the center rated it highly. Only 10.46% of the respondents rated the services received as being Poor or Fair while nearly 50% rated them as Good or Excellent. Nearly 40% marked N/A for this question, indicating that they either had not used the center or were not familiar with services offered there. Of students who are currently employed, only 8.59% indicated that the Career Development Center had helped them to find their jobs.

Students were also asked to rate a number of Career Development Center services, materials and activities. The item rated most highly was Job Notices, which was rated as being Good or Excellent by 54.8% of the respondents and Poor or Fair by only 13.93%. Also rated very highly were "Availability of CDC staff to provide assistance" with 47.2% of respondents giving Good or Excellent ratings and the Career Development Newsletter with 47.06% in the Good or Excellent range. Receiving lowest ratings was Making Your Pitch, the CDC placement manual. This publication received only 101 (31.45%) ratings in the Good or Excellent range, possibly because so many students were unfamiliar with it. More than 53% of the respondents indicated that they either didn't know about or had not used the manual.

Students who responded to the questionnaire were also asked to comment on each of the programs being evaluated. Their comments were categorized as being "Positive", "Negative", "Suggestions for Improvement", "Don't Know" and "Never Used". For the Career Development Center, most comments were in the "Don't Know" and "Never Used" categories. Students also volunteered a large number of positive comments about the Career Development Center. Most of these comments centered around helpfulness of center staff and the high quality of services provided by it. Cheryl Joyce was mentioned frequently as having a great deal of influence on students and being anxious to provide sound advice. Most students who wrote positive comments were pleased with services, although few mentioned specific services which pleased them, and with the willingness of CDC staff to be available when needed.

While positive comments outnumbered negative ones four to one, there were a few students who were not pleased with the CDC. Their comments concerned lack of time to do an adequate job of counseling, particularly for students who are undecided about career goals or plans for the future. Several students expressed the feeling that CDC staff are very busy and seem to have inadequate time for students with special needs. One student stated that while help was available, it was not as thorough as needed or desired. This is probably a good summation of some of the negative comments. All comments are included in Appendix C.

Interview

The Career Development/Placement Coordinator was interviewed by evaluation committee members to determine whether there were specific areas which needed examination which hadn't been covered by the survey of students. At the time of the interview, the main concern of everyone involved was how CDC activities would be absorbed into routine college operations after Title III funds are expended. Money for running the center is not currently in the college budget. A number of important functions are currently funded primarily or totally by Title III. Among them are:

- Discover
- Office Equipment and Supplies
- Placement Manual
- Computer Equipment and Software
- Secretarial Assistance
- Interest and abilities testing (300 to 400 tests per year)
- Materials updates (Supply and Demand and Occupational Outlook)

Of particular concern is the fact that secretarial assistance will be eliminated or drastically curtailed following Title III. This will mean that the center must be closed during times when the coordinator must be out of the office to perform community service functions, to register students or to work with high school students. Certain services may also need to be eliminated or curtailed, including working with business and industry and going to high schools for recruitment or testing. Some method for maintaining this service needs to be established. Without full-time secretarial or administrative assistance, it is unlikely that the quality or quantity of service will be maintained.

An additional concern of Ms. Joyce is that there doesn't seem to be enough time to do an adequate job of everything that is needed to be done for the students who come to the center as well as for additional responsibilities which are a part of the job. Even with an administrative assistant to "take up some of the slack", there are still hours during the day and evening when the center must be closed because of lack of staffing. Students frequently work on their own or make appointments well in advance in order to obtain in-depth help from center staff, and the amount of time spent with prospective students is limited. All of these problems are cause for concern, but when they are combined with the end to federal funding, they become major problems.

A final area of concern is how to get students interested in using the center. In spite of efforts to notify students about services available, the numbers of students who actually take advantage of such services is small. Sophomores are just beginning to use the center for establishing credentials files, write resumes, practice interviewing skills and filling out applications, and get referral information about jobs. Credentials files have not been utilized to the extent desired and attendance at On-Campus Recruiting has been slipping. The most successful method has been to require students to participate in selected activities. This method seems to work for those particular activities, but does not encourage students to schedule return visits on their own. Better marketing techniques need to be developed to encourage students to take advantage of services available to them.

Recommendations

1. Additional funding for the Career Development Center needs to be explored in order to maintain quality and quantity of services now being provided.
2. Secretarial support should be maintained in the form of a full-time position since this person performs many student support functions in addition to secretarial duties.
3. Methods of working more closely with faculty members, particularly those whose students will be entering the workforce within a semester, need to be developed.
4. In order to attract students and encourage them to take part in Career Development activities, new marketing techniques need to be developed and utilized.

Financial Aid

The financial aid office is actually a suite of three offices located on the first floor of the college administration building adjacent to the student lounge. One office is used by the Financial Aid/Veterans Administrator, who is responsible for overseeing the general office operations and managing persons employed by the financial aid office. A second office is used by the financial aid secretary and the third by a part-time clerk and work study students.

All three offices are small and appear to be crowded. The secretary's office and that of the part-time people have documents on tables and shelves, perhaps indicating that more attention needs to be given to them. All areas are taken for work or storage space with little "moving around room" and giving the impression that quarters are cramped and work space disorganized.

Currently this office has one microcomputer which is housed in the secretary's office. It is used for wordprocessing and to create spreadsheets using Lotus 1-2-3. Any person other than the secretary who needs to have access to the computer must either wait until not only the computer, but the entire office is free, ask the secretary to interrupt work in-progress, or work during hours when the secretary isn't in. This is not only inconvenient, but a waste of employee time and energy.

Three persons are employed in the office of financial aid as well as a work study student. The Financial Aid/Veterans Administrator and Financial Aid/Veterans Secretary work full-time. In addition a part-time person is employed for thirty hours each week to assist with routine office procedures and answer students' questions.

Purpose

The Financial Aid Office is committed to providing a comprehensive financial assistance program, which includes campus jobs, scholarships, grants, and loans to all qualified students.

Activities

The financial aid office administers grants, loans and scholarships which are available to PHCC students. In the past, such programs have included:

1. Pell Grant
2. Supplemental Educational Opportunity Grant
3. College Scholarship Assistance Grant
4. College Work-Study Program
5. Guaranteed Student Loan Program
6. General Assembly Nursing Scholarship Program
7. Patrick Henry Scholarship Foundation Merit Awards and Loans
8. Robert L. Brammer Scholarship Loan Trust Fund
9. Short-Term Loan
10. Virginia Employment Commission Dislocated Workers Program
11. Memorial Hospital Nurses Training Loans

12. Vocational Rehabilitation
13. Veterans Vocational Rehabilitation
14. A variety of small scholarships sponsored by service area citizens and businesses
15. Edvanatag Loans
16. Plus and SLS Loans
17. Roanoke Memorial Nursing Program

As Table 5 indicates, more than 1100 financial aid awards were made during the 1985-86 and 1987-87 academic years, resulting in a total of nearly \$800,000 being awarded to PHCC students.

Table 5: Funds Disbursed to Students

Program	Number of Awards		Amount	
	1985-86	1986-87	1985-86	1986-87
Grants	388	285	\$271,714	\$200,663
Loans	113	140	118,807	92,321
College Work-Study	35	33	23,956	19,683
Scholarships	74	65	35,344	27,111
Other Sponsored Programs	6	13	3,237	4,706
TOTAL	616	536	\$453,058	\$344,949

A very important activity of the financial aid office is administration of veterans' benefits. During the past two academic years, 129 veterans and veterans' dependents were enrolled in programs of study at PHCC. At least 50 other veterans were counseled about benefits available to them, but they chose not to enroll. The veterans program is an important one for the college since all money disbursed through this program is provided by federal funds. No state funds are expended, and their credits count toward overall college FTE's for state funding.

Another very important activity of this office is recruitment and retention of students. Frequently, potential students may be persuaded to attend college if they are made aware of financial aid opportunities available to them, and potential drop-outs will remain in school if they do not have financial worries. The Financial Aid/Veterans Administrator routinely visits area high schools, civic groups, college orientation classes, and churches to explain available opportunities.

Survey of Students

Of the students who participated in the survey, 47.35% stated that they had never used services provided by the financial aid office and 27.73% had used those services three or fewer times. Ratings of those services tended to be quite good. While 132 people (41.38%) stated that they had never use the service and therefore wouldn't rate it, 99 of the 157 who did rate this office rated it as either good or excellent and 58 gave it poor or fair ratings.

Of all students who commented on the financial aid program only two stated that they did not know anything about it and 18 stated that they had never used it. (See

Appendix C for a complete list of comments.) Far more students made positive comments than anything else. The most frequently encountered comment is that the staff are very helpful and cooperative with students. Several students stated that staff members go out of their way to try to make things easier and to explain sometimes confusing forms, rules, regulations and schedules. Several students also stated that financial aid staff informed them of a variety of places to apply for aid and increased their chances of getting enough money to attend school.

Negative comments seemed to come primarily from students who had been denied financial aid. Several stated that they had been told that they earned too much money to receive aid and did not seem to understand how that could be when they worked part-time for minimum wage or less, and several stated that they had to provide information about parents' income when they were paying for their own education. These statements in combination with others indicate that there may be some confusion as to rules and regulations regarding eligibility for financial aid and that college personnel may need to take additional precautions to assure that students understand reasons for being granted or denied financial aid. Several comments also dealt with feelings that the offices are unorganized and made costly mistakes. One student stated that a mistake on the part of the financial aid office resulted in a \$300 penalty which should not have had to be paid.

A possible explanation for the confusion discussed above may be that the office is shorthanded. A number of students expressed frustration that there did not seem to be enough help available, particularly during peak enrollment times and evenings. If office staff are overworked, they may not take the time needed to adequately explain policies and procedures. If sufficient help is unavailable office staff may also tend to make errors which ultimately may cost the college.

Interview Information

Information submitted to committee members was very well-organized and detailed. Job descriptions for all persons indicated that office tasks are clearly delineated with each person being responsible for specific jobs. Work study students wrote descriptions of their tasks and seem to have a very clear understanding of exactly what they are supposed to do each day. While there seems to be some overlap in areas such as helping students, answering phones, making copies and other routine office procedures, tasks dealing specifically with financial aid programs seem to be assigned to a particular person who follows through with procedures from beginning to end. All procedures are supervised and checked by the administrator, who must approve all official documents.

When the Financial Aid/Veterans Administrator was interviewed, the most pressing problem discussed was the enormous amount of paperwork generated by that office, all of which must be cross-checked, filed and cross-referenced against a variety of sets of rules which regulate each program. Systems are in place which facilitate efficient completion of applications and eligibility decisions, with program rules and regulations in mind. However, because almost all calculations are currently completed manually, this process is still slow and the office is able to service fewer students than it would if more systems were computerized.

With only one computer for an office staff of three permanent employees plus two work study students, there is frequently a backlog of information which must be computerized. Lack of sufficient computing equipment also inhibits efficient tracking of students. Every student who receives Pell or veterans funds must be tracked to determine class attendance, grades, number of hours accumulated and total amount of money accumulated from all sources. If all requirements are not met, students must repay money received through the grant. This tracking is now done manually, with financial aid employees examining every student's file to determine whether all information is up-to-date, correct, and whether they qualify or need to repay money.

Employees of this office must deal with many agencies and personalities in its day-to-day operations, interpreting government "legalese" so that applicants may understand exactly what is required of them and why they do or do not qualify for financial aid. Students' unique situations frequently require extensive examination of federal or state rules and creative interpretation in order to maximize the likelihood that aid will be approved.

An additional problem is that there is no place where applicants may be interviewed in complete privacy. Considering the confidential nature of information which must be provided during financial aid interviews, this is a severe handicap to financial aid staff.

Conclusions and Recommendations

Facilities for financial aid are inadequate at this time. Offices are too small to accommodate the large number of people who use them. There is insufficient space to handle all of the paperwork which must be housed there, leaving the impression that offices are messy and unorganized. This problem should be corrected as soon as the Walker Fine Arts/Student Center is completed. Larger, better planned office space will be available for financial aid at that time, including areas where confidential interviews may be conducted in private.

Because of the quantity of paperwork which employees of this office must produce, file, cross-reference and be held accountable for at audit time, two full-time employees are not sufficient to carry the work load. This is especially true considering the fact that there has been considerable turnover in this office during the past few years and new people are constantly being trained. New work study students must be trained each year (or semester), taking valuable time away from pressing student affairs matters.

The magnitude and complexity of paperwork which is handled through this office demands that more sophisticated computer resources be available to persons who work there. Improvements in this area would mean that the office can operate more efficiently and therefore handle more students, resulting in more student aid dollars being available and therefore more credit hours paid for by financial aid. It will also mean fewer mistakes which ultimately cost the college. Students will be less likely to be frustrated or upset when they must repay funds because they have been overpaid. Monitoring student progress will also be enhanced by such a system

and students who are in danger of losing aid will be identified early enough to provide help and keep them in school.

The committee therefore recommends the following:

1. Consideration should be given to employing an additional full-time person in financial aid. In addition to easing the workload of all staff members, it would free the administrator to conduct more retention and recruitment activities, be more visible to the public and ultimately obtain more financial aid applications resulting in more federal awards for PHCC.
2. Conduct a systems analysis to determine the best way to handle paperwork. This should include examination of a variety of financial aid packages including the financial aid subsystem from Richmond.
3. Purchase at least one additional microcomputer which can be tied into the college's Local Area Network.
4. Purchase software to be used to improve office efficiency, including financial aid packages recommended as a result of systems analysis recommended in item 2.

Nontraditional Studies Program

Through funding received from the Virginia Department of Vocational Education, PHCC has developed and implemented a comprehensive Center for Nontraditional Studies. Programs administered by the center include Breaking Barriers and Nite Owls, both of which exist to assist unemployed and underemployed female residents of Virginia who are at least eighteen years old and would not be able to attend college. Homemakers, displaced homemakers and the unemployed are given priority for program placement. Specifically, these programs provide training for women in traditionally male dominated programs such as welding, drafting, automotive technology, and electronics as well as high tech fields.

The Breaking Barriers: Women at Work project began operating at PHCC in the fall of 1985. It annually assists 75 women in exploring male dominated careers which local business and industrial leaders have targeted as being potentially lucrative for women. Each participant in this program spends two quarters attending a series of five courses which are designed to acclimate students to the community college experience and provide knowledge of: job search skills, self-assessment, motivation, self-esteem, pre-employment skills, and gender bias. Program participants also take three "hands on" courses: Introduction to Microcomputers, Fundamentals of Drafting, Basic Electronics, and Automotive Technology.

The Nite Owls Program is designed to assist the growing number of single female heads of household who are underemployed, working at low-skilled, low-paying jobs during the day, providing them the opportunity to enter high technology fields formerly populated almost entirely by men. Program participants complete five courses which are designed to help them become computer literate and to expose them to emerging technology. Service area business and industrial leaders identified specific skills which would be advantageous for women desiring to enter the job market. These skills have been incorporated into Nite Owls courses.

Purposes

Both Nontraditional Studies programs are designed to assist students who need to develop self-esteem needed to continue in college. These students frequently need a period of adjustment to college as well as improvements in study skills. The Breaking Barriers program serves those students who do not know what type of employment they want to seek while Nite Owls allows students to explore careers in which they already have an interest. The primary goal of both programs is to provide students with skills which will allow them to obtain well-paying jobs which employers are having difficulty filling.

Specific goals of these programs are to:

1. Recruit qualified students.
2. Provide needed counseling.
3. Provide basic literacy skills.
4. Train/educate students in traditionally male-dominated or high tech fields.
5. Provide Career Development and Placement services for students entering or reentering the job market.
6. Prepare students to get better than minimum wage for jobs they seek.

Activities

Each of the Nontraditional Studies programs annually provides assistance to seventy-five women, approximately 65% of whom complete the programs and receive certificates. While enrolled, students participate in specially designed courses aimed at preparing them for further study or entering the job market at a higher rung than they currently occupy. These courses are segregated from regular college classes and provide no curriculum credit. Students receive tuition and fees as well as some assistance with textbook purchases in exchange for program participation. Students receive training in the following fields:

Industrial Welding
Industrial Electricity/Electronics
Automotive Analysis and Repair
General Business
Accounting
Computer Operations
Data Processing
Bookkeeping
Office Systems Technology
Drafting

Counseling and Job Placement are an essential part of the Nontraditional Studies program. Aimed at students who have been out of the job market or are considering a job change, this program provides career and personal counseling which gives participants an opportunity to explore various fields before making career decisions.

Support groups composed of students in similar circumstances have been organized and meet regularly. They provide much-needed help to in areas of emotional well-being and practical suggestions for dealing with problems which are unique to nontraditional students.

Two other important components of these programs are child care allowances and transportation. Participants in the Single Parents, Displaced Homemakers and Homemakers portions of these programs receive a one-time supplement of approximately \$4.00 per day for child care. This money is distributed at the end of each quarter when students have completed required courses.

Transportation is provided through this program to any person associated with PHCC. The college van makes regularly scheduled runs according to approved guidelines. Persons who notify the Nontraditional Studies office that they need transportation will arrive at the college by 8:30 a.m. and return home by 3:00 p.m.

Student Survey

Less than 40% of surveyed students indicated that they had ever used the Nontraditional Studies Center, and less than 17% indicated that they had used it more than 3 times. This is not a surprising finding, however, since the center was created to serve a very special segment of the service area population. Only those students who are actively involved in the program would be expected to use center services.

Of the students who chose to rate the quality of center services, nearly 30% rated it as being Poor or Fair and over 70% rated it as Good or Excellent.

Students who chose to write comments indicated that the program has filled a definite need. Many stated that they would not have come to school if it had not been for this program. Financial assistance offered through this program provides much-needed incentive to apply for further grants, scholarships and loans which enable students to continue their education after completing courses involved in these programs. Approximately 50% of the Breaking Barriers participants continue their education in college academic or vocational fields and 10% in non-traditional fields. Approximately 30% of the Nite Owls students continue to take courses in a college curriculum after completing the program. These statistics seem to indicate that an important "side-effect" of participation in non-traditional studies programs is an increased awareness of the importance of a college education as well as a realization that a college degree is not an unattainable goal. For the college, these programs have also meant increases in enrollment.

Several students indicated that this program was a vehicle for increasing self-esteem or self-confidence through meeting new challenges and eliminating intimidation of high tech fields. Two students stated that participation in the program enabled them to get out of the house and embark on a course of self-improvement. Students were pleased to be given opportunities to explore their talents, to find out what they can do and then to make career choices based on proven abilities.

Negative comments concerning the program followed no certain pattern. Students seemed to have particular things about the program which bothered them, but those things did not necessarily bother any other students.

Interviews

When the committee interviewed program project directors, a number of concerns were discussed. The primary concern of all persons was funding. Since this program must be renewed each year, directors cannot make long-range plans, or even short-range ones if they continue past the end of the funding year. This

funding schedule means that very little constructive work can be done in the summer while funding decisions are being made. Directors literally put the program "on hold" after end-of-year reports are submitted until additional funds have been allocated.

Because of the number of students who are brought into the college by these programs and the fact that losing these students would mean the loss of large numbers of FTEs, the college should begin planning to institutionalize the program. If Nontraditional Studies becomes a regular part of the college structure, then dependence on yearly allocation of funds will not paralyze the program during summer months. If employees know that their program is going to continue from year to year, then they will be able to plan ahead and administer a more effective, efficient program.

A second area of concern is the area of vocational training. Many students continue their education after completing program courses. What happens to those who do not? Efforts should be made to enroll those students in vocational training programs such as CETA, JTPA or West Piedmont Human Resources. A partnership including cross-referrals with either of these groups could mean more possibilities for students completing non-traditional studies programs as well as a new source of students for other PHCC programs.

Conclusions and Recommendations

Based upon student, committee and program employee information, the committee makes the following recommendations.

1. Examine the possibility of obtaining multi-year funding for this program to eliminate summer "down time".
2. Begin planning to institutionalize these programs against the possibility that funding will be eliminated completely at some point in the future.
3. Establish a working partnership with CETA, JTPA or West Piedmont Human Resources programs to provide placement opportunities for program graduates and to obtain another source of students for PHCC.

Student Activities Program

The Student Activities Program at PHCC includes social, vocational and cultural activities which are designed to provide students with a positive outlet outside of academics. A communication network among student groups has been established. The ultimate goal of this program is to help students maintain a healthier lifestyle through development of interests other than academics through coordination of college-wide student activities.

Activities

This area of Student Development Services is responsible for planning, supervising and directing intramural, extramural, student government and other student organizations, and special programs such as cultural events and drug abuse prevention network (CAN - Campus Awareness Network). In addition, the student activities director has some responsibility for student recruitment and retention, acting as a liaison between parents and the college, advising students, interpreting standardized test scores for students, and writing grant proposals. As this list exemplifies, this is a very broad-based area which touches many other areas of Student Development Services.

Specific activities conducted during the past year included:

1. Arranging for Mrs. Lonise Bias to come to campus to address students and parents about drug abuse.
2. Establishing CAN, a campus drug awareness support group for students which has 21 members and conducted a Peer Listener Workshop.
3. Worked with Nontraditional Students Organization to raise funds for club activities.

Student Survey

According to students who participated in the survey, most do not participate in the student activities program, and few participate more than once per quarter. Only 11.45% of all respondents indicated that they used Student Activities services more than three times for any reason during their entire stay at PHCC. Of those who participated in services, 35.5% rated them Fair or Poor and 64.5% as Good or Excellent. When students were specifically asked to rate the student activities they attended, 61.4% rated them as Good or Excellent and 38.6% as Fair or Poor. When asked to rate Overall Student Activities program, 41.3% stated that it was Poor or Fair and 58.6% that it was Good or Excellent. Clearly, those students who participated in student activities rated them more highly than those who didn't.

It seems that most students who responded to the survey do not participate in the Student Activities program, and many do not know anything about it. One reason for this is that no students reside on campus. PHCC students typically come to campus only to take classes and then leave. Few stay for the afternoon or

evening unless they have classes or meetings. Efforts need to be made to encourage students to stay on campus in order to participate in campus activities. One student stated that we "need more enticement for students to come out to the activities", and another that we "need to recruit some students".

Students who participated in activities were very complimentary in their comments. Statements included comments that the student activities director "does a good job of informing the students of the activities that are coming up", "tries to please and find things for students to do". Most positive comments centered around the idea that student activities were well-planned, fun, and organized with students in mind.

Negative comments seemed to come primarily from students who do not attend activities. One group of students commented that their schedules would not permit them to attend such functions, even if it were something in which they were interested. A second group indicated that more activities are needed. They were dissatisfied with either the lack of variety or some aspect of activities which had been conducted. One specific problem which was addressed by a number of students was scheduling. These students felt that more activities needed to be conducted at times when evening or weekend students could take advantage of them. Another specific problem cited by several respondents was a perceived lack of advance notice about upcoming activities. These persons stated that they heard about activities either too late to plan to attend or after they were over.

Interview

An interview with the Student Activities Director indicated that he is aware of problems addressed by students. Because PHCC is not a residential college and students tend to leave campus immediately after completing classes, it is difficult to get the type of participation desired. Weekend activities have been scheduled but not very well attended.

Recommendations

Based on student survey and other information, the committee recommends the following:

1. Conduct a survey of students to find out what types of activities they would attend and when such activities should be scheduled to be most convenient for them.
2. Consider scheduling activities in the late afternoon so that both day and evening students can attend.
3. Plan activities further in advance wherever possible to allow more advance notice, particularly for students who are on campus only a few days a week.

4. Plan activities specifically geared to night students at least once each quarter, such as refreshments during class breaks or a supper held with cooperation of evening faculty.
5. Establish a committee of students and faculty who will work together to create ways of improving student activities program.
6. Consider the possibility of sponsoring a study lounge.

COUNSELING

A primary function of several student development services staff members is to provide individual counseling and academic advising to students. They perform these functions in addition to specialized functions associated with their specific area of responsibility. Since counselors are the first persons that students usually see upon enrolling, or even before enrolling, their's is a most important function. They set the tone for students embarking on college careers and support them in their efforts to complete their program of studies and accomplish their goals.

Because so many student development staff members are involved in counseling activities, student opinions about these activities are an important barometer of their opinions of student development services as a whole and the staff members who work in this division. For this reason, students were asked to rate counseling as a separate entity on the questionnaire. Student responses indicate that 27.16% had never used counseling services and that 44.75% had used them three or fewer times. Approximately 28% of those responding had used counseling services four or more times.

Of those who had taken advantage of counseling services, approximately 27% rated them as being Poor or Fair, nearly 43% as being Good and nearly 30% as being Excellent. These results are supported by student comments about counseling services. (See Appendix C for a complete list of all counseling comments.) Only two students stated that they did not know anything about counseling and nineteen stated that they had never used available services. Remaining comments were overwhelmingly positive. Typical comments stated that "The counseling department has given me help whenever I needed it. They are always willing to talk with me. They helped me in deciding what curriculum I wanted.", and "The staff is fantastic, very willing to help and to get things moving in conjunction with transferring students. They seem to be sincerely concerned with their students doing good and helping them get what they want." Several students also stated that counselors were concerned with their personal goals and assisted them in reaching those goals.

Negative comments about counseling centered primarily around availability of staff when students need them and inter-departmental communication. Students typically stated that counselors were hard to catch up with or that they had to go door-to-door to get help. In terms of communication, one student stated that "Whenever I go for counseling they always shift me to different people, or have to make phone calls to see what's going on.", and another that "When you have a problem or question you are tossed around from person to person. The staff needs to learn how to work with the students in trying to graduate. I have spent weeks being tossed from one person to another because no one wants to give any straight answers." These comments may be an unfair reflection on the counseling department, however, since many of the negative comments named faculty academic advisors and not counseling staff. It seems that students are relating counseling and academic advising so closely that they had trouble separating the two when writing comments.

A more accurate appraisal of how students feel about the counseling program may be obtained by looking at their suggestions for improvement. They suggest that more counselors are needed in order to speed up the counseling process and to provide needed services in a timely manner. They also suggest that counselors should be more cognizant of student needs and help them pursue their goals rather than trying to counsel them into an area about which they have very little interest. These comments are offset by those which state that incoming students need to be counseled into a program, and that some students wish they had been encouraged more strongly to take courses whose benefit they recognize after having had more courses.

TESTING AND PLACEMENT

The Placement/Testing office is located in the counseling area of the main administration building of the college. It is staffed by a counselor who holds a masters degree in counseling and is also licensed to practice in the state of Virginia.

Purposes

Specific purposes of the Placement and Testing office are to:

1. Provide counseling to traditional and nontraditional students, both day and evening.
2. Provide contact with local school systems and community groups.
3. administer a college-wide student assessment program.
4. Teach personal development and orientation.
5. Coordinate the college's mentoring program.
6. Coordinate Early Warning System and follow up with faculty advisors.
7. Advise student groups as needed.

Activities

In addition to specific duties listed above, the Coordinator of Testing/Placement completed the following activities during the 1987-88 academic year:

1. Conducted seminars or workshops for the following groups
 - a. Nontraditional Students
 - b. Nursing Students
 - c. Psychology Students
 - d. Orientation Classes
 - e. Health Department of Henry County and Martinsville
 - f. CONTACT: Crisis Hotline Seminar: Stress Management
 - g. Parents Without Partners: "How to Deal With Strong Emotions: Hate, Anger, Jealousy, Love, Lust
2. Worked with individual students on test anxiety. study skills, time management and other personal issues.
3. Provided information to new students on PHCC's programs and course offerings.

4. Administered, scored and interpreted CGP predictor test every two to three weeks.
5. Acted as advisor to Phi Theta Kappa honor society.
6. Administered and interpreted CGP placement test to high school students at Laurel Park, Drewry Mason, Patrick County and George Washington Carver high schools.

Survey of Students

Students who responded to the survey indicated that nearly 65% had used testing or placement services at least once, and fewer than 5% had used such services more than three times, meaning that more than 60% placed themselves in the "1 - 3 times used" category. Nearly 32% of those responding would not rate services received. Of those who did rate placement/testing services, almost 64% rated them as being "Good" or "Excellent" and more than 35% as being "Poor" or "Fair".

In addition to questions about quality of service received through the placement/testing office, students were also asked to rate the quality of instructions given during test administration conducted by the college. Nearly 79% of students responding rated the quality as being "Good" or "Excellent". When asked to rate the quality of test interpretation provided by the college, more than 74% responded that it was either "Good" or "Excellent". These results seem to indicate that students who take advantage of the testing program are satisfied by both the testing situation itself and interpretation provided after the tests are scored.

In administering CGP tests, it is sometimes difficult to get students to attend scheduled test sessions. Because of this problem, students were asked to state when would be the most convenient times for taking such test. Their responses, as shown in Table 6 indicate that mornings are by far the best time to administer tests followed by evenings and then afternoons. Weekends should be avoided.

**Table 6: *Student Ratings of the Best Times to Take Tests
Such as CGP or GEPI***

Mornings	43.45%
Afternoons	21.73%
Evenings	26.50%
Weekends	8.31%

Student comments were generally positive. Those who had participated in the testing program commented that the test seemed fair, schedule was convenient for them, and test administration was clear and understandable. Positive comments also included statements that students were glad to have another source of information about their abilities, particularly when they had been out of school for a year or more. One student commented that the test confirmed what was already suspected to be strengths and weaknesses. Several commented that they either did not

understand the test scores or how they were used, or the did not "put much of faith in them". Other comments indicated that participants did not have a clear understanding of the need for placement testing.

Interview

An interview with the Coordinator of Testing/Placement indicated that the primary function of that office is counseling, both for academic advising and personal counseling. A second major function is administration and interpretation of CGP tests. In these functions, the counselor considers himself to be primarily a student advocate, even though he does not always take students' sides or approve of their behavior.

Also considered a part of this office's responsibility is interpreting CGP scores for faculty so that they understand how to interpret them to students. One area which has caused confusion is whether these scores are predictive of success in certain programs. According to the testing coordinator, such scores are predictive only for future success in reading or math and no other subjects. Some faculty seem to be using CGP scores inappropriately and should be taught the correct interpretation.

Outreach activities, group counseling and seminars such as stress management have take a back seat to testing and individual counseling activities. These activities should be encouraged and increased in number since they provide additional help for students who would not attend individual sessions, and offer students as well as faculty and members of the community an additional look at the college through a vital service.

Recommendations

1. Administer CGP and GEPI tests during the mornings or evenings, avoiding afternoons and weekends.
2. Provide faculty training in test interpretation with the purpose of explaining specifically how CGP test scores should be used, particularly in placement or prediction activities.
3. Work with Student Outcomes Assessment planning committee to determine an appropriate test which may be administered at the end of the second year of college for the purpose of conducting "Value Added" evaluations.
4. Increase outreach activities and seminars to which students, faculty and members of the community are invited.

ADMISSIONS

The admissions counselor is responsible for seeing students who are enrolling for the first time, providing advice and support in light of their educational goals. Also within the realm of this office are partial responsibility for academic advisement, recruitment and retention and testing. Responsibilities of this office are closely associated with all others in the student development services division. The admissions counselor coordinates closely with financial aid, career development, student activities and placement/testing to assure that overlapping activities are planned to avoid duplication of effort and maximize efforts of all involved. While this office acts independently of others in the division, there are areas of shared responsibility which are jointly addressed.

One area of responsibility which is shared by this office with other offices throughout the college is student recruitment and retention. The admissions counselor spends a great deal of time is spent on this function but is not the chief person at the college who is responsible for it.

The Admissions office also receives a large number of questions regarding areas which are not associated with that office. People frequently go to this office for assistance because they are familiar with its staff, having gone there first when enrolling in college for the first time. It seems that this office sometimes acts as a clearinghouse of information requests to sort out who has the necessary information to answer a client's question.

Purpose

Specific purposes of the admissions office are to develop and implement student recruitment and retention activities for the college by representing the college at high schools and in the community, and by providing academic and vocational counseling for students in all curricula.

Student Survey

Like the registrar's office, the admissions office was rated very highly by students who responded to the survey. Nearly 76% of those who have used services provided by the office rated it as being "Good" or "Excellent", and slightly more than 24% as being "Fair" or "Poor". Only 25% of students responding indicated that they have never used the admissions office. This is the second lowest percentage (after the Registrar) of any area rated. Most students had used this office one to three times, with 16.19% indicating that they had used it more than three times.

Only six respondents indicated that they did not know anything about this office. More than half of the comments were of a positive nature, primarily concerning helpfulness and friendliness of the admissions counselor. Many stated that they used this office when first enrolling and had not been back since, a finding which is supported by the percentages reported above.

Several students stated that there is some confusion about the whole admissions process. They expressed frustration at having to go to more than one person to register for a class and at having to get a counselor or advisor sign registration cards when they have received advice from the admissions office. As one student stated, "One desk should handle everything instead of sending the student running around to different offices." This frustration at going to different places in order to complete the registration process. Such comments should not be considered a reflection on the admissions office, but rather on the registration process as a whole.

Interview

According to the admissions counselor, additional clerical assistance is needed not only in the admissions office, but also for the student services area as a whole. Only one new staff member has been added during the past five years in spite of tremendous increases in headcount. Headcount increases have been primarily in the form of part-time students, who frequently need more assistance from counselors than do full-time students. Increased headcount has placed many demands on admissions counselor's time with no reduction in responsibilities.

A possible partial solution would be to have students take a greater share of the responsibility for planning their own programs and then adhering to the plan which they assist in designing. This would mean that the time spent with each first-time student would be increased, but return visits by students would be decreased. Since the flow of people in and out of the admissions office creates a back-up of people and problems, some of the back-up would be eliminated with fewer people visiting the office.

Recommendations

1. Examine methods for obtaining additional clerical assistance.
2. Encourage students to take a more active role in planning programs of study and following through on them in order to eliminate some traffic now coming through this office.

REGISTRAR

Survey of Students

This area of Student Development Services was unique in that fewer students responded that they were not familiar with this area than with any other. Only 16.41% stated that they did not know anything about the Registrar's office. Of those who rated this office, 82.22% rated it as Good or Excellent and 17.78% as Fair or Poor. Most students reported that they had used the services provided by this office at least once, and 40.5% stated that they had used such services four (4) or more times. In fact, this office appears to be the most used of all of those rated since it received higher percentages in the "4 - 6", "7 - 8" and "More than 9" categories than any other area.

Students who responded to the questionnaire were overwhelmingly complimentary of services provided by the registrar's office. Of a total of 159 comments, 114 were positive, the majority of which dealt with helpfulness of office staff. Most students stated that the help and advice received through this office were delivered in a pleasant, efficient manner with as little hassle as possible. The few negative comments dealt with how busy this area seems and how little time is available for individual assistance. Some of these comments should not have been directed toward the Registrar's Office, however, since they dealt with registering for classes and not with specific functions of the registrar. Such comments generally concerned academic advising or the counseling department in general and were not directed toward the registrar.

Interview

An interview with the registrar indicated that there are a number of solvable problems which are presently being experienced by that office. First and foremost is a lack of space. Records are currently housed in a small room off of the main office and are difficult to get to, particularly if more than one person needs to work in that room at the same time. This problem should be solved when the Walker Fine Arts/Student Center is completed and all records will be stored in the new facility, complete with an automated filing system.

A second problem which impedes the work of this office is difficulty in contacting students to obtain information or to give them information that they need. The registrar states that it is particularly difficult to get students to pick up information or to stop by her office to leave information unless it is mandatory that they do so. Even when mandatory, some students do not seem to get the word that information is needed until the last minute or until it is too late to take care of business.

The amount of traffic which this office experiences combined with heavy loads of paperwork create a situation with which it is difficult for a single person to deal. There is currently only one person working in this office, with occasional clerical assistance from work study students or the counseling secretary. Additional clerical

assistance would help reduce the amount of registrar's time spent on routine paperwork and free her to spend more time working with students and completing more difficult tasks.

The registrar's office does not have a microcomputer or access to the college's local area network at this time. The addition of such computer facilities would greatly enhance the efficiency of this office, particularly since a tie-in to the student information system in Richmond is now possible. Many time-consuming tasks could be performed in less time if computer hardware and software were easily accessible and available for use throughout the day.

Recommendations

1. Identify methods for contacting students concerning information needs of the registrar's office or to provide information which they need in order to facilitate graduation or transfer to another school.
2. Obtain additional clerical assistance.
3. Obtain an microcomputer and necessary hardware and software to bring this office up to standards of other college administrative offices.

Student Development Services Division

Survey of Students

In order to conduct the student survey, classes were selected which provided a broad cross-section of all divisions and programs throughout the college. It was hoped that by selecting a wide variety of classes, a representative cross-section of students would also be selected. To a large degree that is exactly what happened.

Demographic information about survey participants is important in order to fully understand questionnaire responses. The majority of respondents (about 68%) were thirty years of age or younger, with the largest percentage (39%) being in the "18 - 21"

bracket. The sample was slightly skewed toward females, with 75% of the respondents being female and only 25% being male. This compares to a student body ratio of 63% female and 37% male. The sample was nearly equally divided between students who had completed more than 30 quarter hours and those who had completed thirty-one or less. In other words, there was about an equal mix of first- and second-year students. More than 84% of the respondents were enrolled in a program of study which leads to a degree, certificate or diploma, and only 12% were not enrolled in a credential-granting program.

In addition to the student survey conducted by the Office of Institutional Research, Planning and Evaluation, Student Development Services also conducted a student survey to determine how students rated individuals employed by the division. Results for the entire division as well as a copy of the questionnaire are included in Appendix D. Results of this survey verify findings of the one conducted by Institutional Research, in that students were generally pleased with services provided, but they were unaware of or had not used services offered.

Interview

It is evident from interviews conducted with persons from every Student Development Services office that personnel have a clear understanding of their unique functions as well as functions of the division as a whole. As one interviewee stated, "We work individually as a group." In other words, there is a cooperative effort to accomplish shared responsibilities, with each person having an understanding of exactly what is required to complete assigned tasks.

Recommendations

The primary recommendation of the committee for the division as a whole is to examine methods of informing students about available programs and advantages of participation in such programs. Secondly, methods of involving faculty and administrators in such activities should be explored in order to demonstrate campus-wide support of student development activities.

Appendices

Appendix A

Questionnaire

Please indicate how many times you have used each of the following services during your stay at P.H.C.C. using the indicated scale.

- A = 0
- B = 1 - 3
- C = 4 - 6
- D = 7 - 9
- E = More than 9

1. Counseling
2. Financial Aid
3. Registrar
4. Admissions Counselor
5. Career Development Center
6. Student Activities
7. Non-Traditional Studies Center
8. Placement/Testing

Please rate each of the following in terms of the quality of service you were given in each office using the given scale -

- A = Poor
- B = Fair
- C = Good
- D = Excellent
- E = N/A

9. Counseling
10. Financial Aid
11. Registrar
12. Admissions Counselor
13. Career Development Center
14. Student Activities
15. Non-Traditional Studies Center
16. Placement/Testing

Use the following scale to answer questions 17 - 20.

- A = No
- B = Yes
- C = Not employed

17. If you are currently employed, did you have your job when you enrolled at PHCC?
18. Did the Career Development Center help you find the job?
19. Has the training you received at PHCC helped you to advance in your job?
20. Is your job related to your area of study at PHCC?
21. Have you used the Career Development Center during your studies at PHCC?

- A = No
- B = Yes

Please rate Career Development Center services, materials and activities on the indicated scale for questions 22 - 28.

- A = Poor
- B = Fair
- C = Good
- D = Excellent
- E = N/A

22. Availability of CDC staff to provide assistance
23. On-Campus Recruiting
24. Job Notices
25. Career Day
26. Newsletter
27. Career Seminars
28. Placement Manual (Making Your Pitch)
29. What are the most convenient times for you to be tested on such tests as the C.G.P. or G.E.P.I.?

- A = Mornings
- B = Afternoons
- C = Evenings
- D = Weekends

Use the following scale to rate activities or programs listed in questions 30 - 34.

- A = Poor
- B = Fair
- C = Good
- D = Excellent
- E = N/A

30. Overall Student Activities Program

31. Student Activities you attended

32. Academic advising received from Student Development Services staff

33. Quality of instructions given during test administration conducted by the college

34. Quality of test interpretation provided by the college

35. What is your age?

- A = 18 - 21
- B = 22 - 30
- C = 31 - 40
- D = 41 - 50
- E = Over 50

36. What is your sex?

- A = Female
- B = Male

37. What is your race?

- A = Black
- B = White
- C = Other

38. How many quarter hours have you accumulated during your stay at PHCC (counting this quarter)?

- | | | |
|-------------|-------------|------------------|
| A = 1 - 10 | C = 21 - 30 | E = More than 40 |
| B = 11 - 20 | D = 31 - 40 | |

39. Are you enrolled in a program of study which leads to a degree, certificate or diploma?

- A = No
- B = Yes

COMMENTS

Please use this space to comment on PHCC's Student Development Services program. We would like to find out what you think are the strengths and weaknesses of each of the following areas:

1. Career Planning and Placement

2. Counseling

3. Admissions

4. Registrar

5. Financial Aid

6. Student Activities

7. Non/Traditional Studies

8. Placement/Testing

Appendix B

Survey Results

Appendix B

Student Development Services Survey
Survey Results

Please indicate how many times you have used each of the following services during your stay at PHCC.

	0		1 - 3		4 - 6		7 - 9		More than 9	
	N	%	N	%	N	%	N	%	N	%
Counseling	88	27.16%	145	44.75%	55	16.98%	15	4.63%	21	6.48%
Financial Aid	152	47.35%	89	27.73%	37	11.53%	20	6.23%	23	7.17%
Registrar	54	16.72%	139	43.03%	73	22.60%	36	11.15%	21	6.50%
Admissions Counselor	81	25.23%	188	58.57%	36	11.21%	8	2.49%	8	2.49%
Career Development Center	151	46.89%	115	35.71%	31	9.63%	13	4.04%	12	3.73%
Student Activities	177	54.80%	109	33.75%	15	4.64%	7	2.17%	15	4.64%
Non-Traditional Studies Center	198	60.74%	71	21.78%	26	7.98%	10	3.07%	21	6.44%
Placement/Testing	113	34.98%	194	60.06%	10	3.10%	3	0.93%	3	0.93%

Please rate each of the following in terms of the quality of service you were given in each office using the given scale.

	Poor		Fair		Good		Excellent		N/A	
	N	%	N	%	N	%	N	%	N	%
Counseling	21	6.52%	48	14.91%	109	33.85%	76	23.60%	68	21.12%
Financial Aid	21	6.58%	37	11.60%	63	19.75%	66		132	41.38%
Registrar	5	1.55%	43	13.31%	133	41.18%	89	27.55%	53	16.41%
Admissions Counselor	13	4.02%	48	14.86%	131	40.56%	60	18.58%	71	21.98%
Career Development Center	8	2.46%	26	8.00%	82	25.23%	80	24.62%	129	39.69%
Student Activities	17	5.28%	43	13.35%	69	21.43%	40	12.42%	153	47.52%
Non-Traditional Studies Center	17	5.28%	27	8.39%	56	17.39%	49	15.22%	173	53.73%
Placement/Testing	12	3.72%	68	21.05%	106	32.82%	35	10.84%	102	31.58%

Student Development Services Evaluation

39

Please answer the next four questions using the scale provided.

	No		Yes		Not Employed	
	N	%	N	%	N	%
=====						
If you are currently employed, did you have your job when you enrolled at PHCC?	83	25.86%	162	50.47%	76	23.68%
Did the Career Development Center help you find the job?	234	73.82%	22	6.94%	61	19.24%
Has the training you received at PHCC helped you to advance in your job?	170	53.13%	81	25.31%	69	21.56%
Is your job related to your area of study at PHCC?	129	40.19%	121	37.69%	71	22.12%

Have you used the Career Development Center during your studies at PHCC?

No - 50.2%
Yes - 49.8%

Please rate Career Development Center services, materials and activities on the indicated scale.

	Poor		Fair		Good		Excellent		N/A	
	N	%	N	%	N	%	N	%	N	%
=====										
Availability of CDC staff to provide assistance	11	3.42%	38	11.80%	91	28.26%	61	18.94%	121	37.58%
On-Campus Recruiting	16	4.94%	45	13.89%	77	23.77%	28	8.64%	158	48.77%
Job Notices	4	1.24%	41	12.69%	104	32.20%	73	22.60%	101	31.27%
Career Day	7	2.17%	39	12.11%	92	28.57%	45	13.98%	139	43.17%
Newsletter	8	2.48%	47	14.55%	108	33.44%	44	13.62%	116	35.91%
Career Seminars	9	2.80%	45	13.98%	71	22.05%	48	14.91%	149	46.27%
Placement Manual (Making Your Pitch	16	5.00%	33	10.31%	69	21.56%	32	10.00%	170	53.13%

What are the most convenient times for you to be tested on such tests as the CGP or GEP?

Mornings - 43.45%
Afternoons - 21.73%
Evenings - 26.52%
Weekends - 8.31%

Student Development Services Evaluation

40

Please rate the following activities or programs.

	Poor		Fair		Good		Excellent		N/A	
	N	%	N	%	N	%	N	%	N	%
Overall Student Activities Program	15	4.66%	78	24.22%	104	32.30%	28	8.70%	97	30.12%
Student Activities you attended	12	3.72%	61	18.89%	86	26.63%	30	9.29%	134	41.49%
Academic advising received from	18	5.57%	43	13.31%	99	30.65%	32	9.91%	131	40.56%
Student Development Services staff										
Quality of instructions given during test administration conducted by the college	9	2.79%	50	15.48%	163	50.46%	58	17.96%	43	13.31%
Quality of test interpretation provided by the college	15	4.62%	58	17.85%	163	50.15%	46	14.15%	43	13.23%

What is your age?

18 - 21: 38.96%
 22 - 30: 28.83%
 31 - 40: 21.17%
 41 - 50: 9.82%
 Over 50: 1.23%

What is your sex?

Female - 75.15%
 Male - 24.85%

What is your race?

Black - 1.66%
 White - 80.62%
 Other - 1.85%

How many quarter hours have you accumulated during your stay at PHCC (counting this quarter)?

1 - 10: 20.92%
 11 - 20: 12.92%
 21 - 30: 13.54%
 31 - 40: 9.54%
 Over 40: 42.46%

Are you enrolled in a program of study which leads to a degree, certificate or diploma?

No - 11.69%
 Yes - 84.31%

Appendix C

Comments

STUDENT ACTIVITIES

Don't Know

Not familiar.

I don't know.

I know nothing about it.

Have not participated in not aware of what college has to offer.

I don't know much about this area.

I do not know what this service does.

Haven't Used

No comment because I haven't been involved in any. No time!

I have not used any.

Usually didn't attend.

Never attend.

Never attend.

Never attended any.

I don't use this service.

Do not participate.

Have not had any dealings.

Usually didn't attend.

Never used it.

Did not have the opportunity to participate.

There were a lot of activities but I could not attend because of time.

I didn't attend any.

I never get involved in any.

Have not used.

I stay dedicated to my studies and have not been involved in any activities.

Have not used or attended any activities at present. I do not have enough time working full-time and in school part-time.

Have not attended.

Haven't used.

Not involved.

I was working at my job and didn't have the opportunity to participate.

I really didn't have the time to attend.

Haven't attended any.

Never used it.

Not utilized.

Never used them.

Never actually participated.

I've not used this program.

Good

Has good student activities. Very enjoyable.

Variety of activities are provided. Just wish more would attend.

Good!

Help to occupy the mind and keep in shape.

Good, informative and fun.

Good.

I help in this. It is fun and neat.

Good variety.

They are good. Don't attend very many.

Current services are excellent; however, there is a need for an office or offices to provide an area for student organization members to recruit new members and provide information on their purposes and services.

I have little time for these, but what I have done has been good.

Mark Gibson is so nice and he listens to suggestions.

Provides many enjoyable activities through the college.

I have really enjoyed, I thought was great.

Good if more time was available.

The student activities I have attended have been good.

We've had some really good student activities but there could be more.

Excellent.

Enjoyed it, just need more enticement for the student to come out to the activities.

Really good but need to recruit some students.

Fun and exciting.

We have some pretty good activities.

Great, but we need more advertising of them.

They do an excellent job of informing the students of the activities that are coming up.

Very good.

Good.

Good.

It seems to be handled well.

Good.

I think the activity planning is great.

I attended some of the activities here at PHCC and I really enjoyed myself. I feel they were well put together.

I felt these activities were well planned and a lot of fun.

Great, Mark always tries to please and find things for students to do.

I think it is great.

Good.

Seems to be very nice but I haven't attended any.

I've only attended one and really enjoyed it.

The activities are very good for students.

I have only attended 2 student activities, but was very happy to have attended. I did not come to others because schedule did not permit.

The activities that I have attended were great. I don't have too much time being a nursing student, but the times I was fortunate to attend were great.

Being a night student I don't get to attend many but I have enjoyed the one I have attended.

No time anymore but program good what I have seen.

Very Good.

Very good.

Activities were done well.

Good varieties.

I don't attend too many. The one I like the most is the picnics.

I found most student activities pretty interesting! Everyone needs a little relaxation!

Good.

Great.

Poor

The non-traditional students who have family, especially the single parent doesn't always have time to do this and PHCC needs to realize this.

Fair - can be improved.

They need to plan a lot more activities and follow through with them.

He's too macho, don't try to see students duties - priorities.

That activities, and who decides what we are going to do?! Haven't enjoyed any activities in almost two years.

The college doesn't seem to have very many. The ones I attended were pretty good. It seemed that I never heard of them until the last minute.

Fair. Could be more organized (Sporting Events)

More activities are needed. I found that a lot of the time I was not aware that an activity was planned.

Great.

I think more needs to be done to get the students more interested.

I feel that the funds available to different clubs and organizations needs to be more efficiently utilized. If we have a student who is placed in the position of representing the college in national competition due to already winning the state competition. It should be evaluated and funded through the student activities organizations and funds for this trip made available to the student.

Need to be recognized more - the dates, where.

Not enough to do. Needs more activities for students. Should be publicized better. Students get bored easily.

What activities, a pig roast, a movie now and then.

A wider selection of activities could help quite a bit.

The PHCC Student Activities program has poor support from the faculty and staff. The program also needs more student involvement.

Student Activities Director is hard to track down, never in his office.

Not enough things done or either don't know about it.

I don't attend very many student activities. The dances that I have been to were very boring. I think we should have beer at these gatherings!

They are not all that great.

Should have activities for night students.

Great program but you usually find out about such activities after-the-fact.

(I feel this could be improved quite a lot.

Don't hear too much about these activities, only picnics and occasional dances.

For some reason I just don't feel that student activities are on that great of a level.

Not enough activities.

There were never enough and no announcements.

Could have been better. Needs project to get people interested in activities at PHCC. Nobody seems to care.

Not very much to do. Most people work in the afternoons.

Need a lot of work! Need more activities.

We don't have enough student involvement. The activities would be fun if the students would become actively involved.

Could be a little more to get involved in.

Miscellaneous

No problem.

(Don't have much time.

Some good, some bad.

Fair.

Only went to homecoming, was on court.

Adequate services.

Fair.

Don't participate in athletics but art fairs, I do.

No problem.

Don't follow.

Adequate services.

I haven't had time to participate with school all day and children and home all evening.

I feel dances in spring something such as prom.

Mark seems nice but none of the student activities come when they are convenient for me. However showing the movies are nice.

(I really don't have time due to classes (full-time) work, and family.

Some of the student activities that I attended were all right, such as Lonise Bias, but I think more activities should be added for black people to attend and be a part of.

I really don't have time to attend the activities scheduled at night. It would have been nice if they would provide a brunch or something in the morning.

Good ideas. Need more input from students and more advertising of events.

We need to find a way for more students to get involved. Many dances were given here at the school by SGA and there was a very low turn-out for all of them.

What few I have attended have been good, but there is not much for the night student.

Needs to keep the student body informed.

More should be focused on pre-nurses and nursing students.

Student activities are okay. They need to be more advertised, though. They also need to increase in number.

I work full-time and go to school at night and have 2 children to care for so I don't have much time to do these.

REGISTRAR

Don't Know

I'm not sure what the Registrar does.

I don't know.

Don't know.

Not too familiar with services or office.

I don't really know who that is.

Not aware of their duties.

I know nothing about it.

I don't know much about it.

Haven't Used

Never used.

Haven't used this service.

I've never been to her.

Have not had any dealings.

Did not use.

I had very little contact with the Registrar.

Good

Fine.

Fast and simple.

Nice and very friendly.

Very good. Like Graham and Nancy.

Fast and easy.

She is a great lady, always finds time to help. Never puts you off and is always nice even through she has a lot on her hands.

Good.

The registrar's office was real nice to me in registering me for classes.

Very good!

I registered on the night of classes and I attend DCC. The registrar was very helpful in getting me registered.

Good.

Does a good job.

Big Help.

They've been very good also.

They are super! Very friendly and helpful.

Fine.

Friendly, helpful, organized.

Fine.

Did well with registering.

Great.

Does good job.

Does a wonderful job and makes the work look easy.

I have only used this office once, but they were very helpful.

The people worked hard to make sure you signed up for the right classes.

Nancy is always there when you need to ask a question.

Good.

This has been helpful throughout my two years.

Always helpful and friendly.

I always get what I need when I go to her.

She does her job well and never gave me any hassles when I was adding or dropping a class.

They stay quite busy whenever I needed assistance with anything but overall services were great.

Everyone has always been nice and helpful whenever I've been in.

Good.

Helpful, knowledgeable.

Great.

Nancy Riddle always drops whatever she is doing to help me.

The only thing I have used this office for is to get copies of my transcripts and I was very pleased with the prompt attention I received.

The Registrar's office is always helpful in whatever way you may need them. Mr. Valentine and Nancy Riddle are a plus for PHCC.

Very helpful.

Very helpful.

Very good.

Very, very helpful in helping with diploma possibilities.

She is very helpful and she is concerned about the well being of students.

Extremely helpful. Nancy does a great job.

Helpful whenever I had a question.

There is no problem here.

Very nice and fast.

Good.

BEST COPY AVAILABLE

The registrar has always been very helpful. They always get back to you quickly when they have to look something up for you.
Is great and helpful.

Excellent service.

Very helpful.

Since I already have a job and take classes at night I have not used these areas much, but what little I have had to deal with them has been good and left me with a positive attitude towards them.

Helpful in changing classes and getting transcripts.

Strength - staff and attitudes.

Very excellent, people are very friendly.

Nancy Riddle has helped me prepare for graduation.

They are quick in getting you registered and helpful also. The people are pleasant to deal with.

Very helpful with class substitutions and graduation orders.

They are very helpful especially if you are graduating.

Very helpful.

Able to receive service and explanations promptly.

Good. I filled out papers in the fall for classes that had been filled even though there was a change. There might not be Winter and Spring Nite Owls. The school registered me.

Very efficient and helpful.

Always helpful with any questions I had concerning transfer of credits.

The registrar was quite efficient.

Nancy Riddle is great and she's always tried to help no matter what the situation and she was very prompt and didn't make you wait.

She has been very helpful to me this year because I am transferring next year.

Good.

Good.

Good.

Good.

Excellent service provided by the registrar.

She is a very nice lady and will help you in anyway she possibly can.

Mrs. Riddle is very nice.

I found the registrar helpful.

Good scheduling.

This department has been very beneficial in recording and reporting my G.P.A. (cumulative and quarterly).

Fine.

Always treated nicely by staff.

I needed letters from the registrar several times and she was always very prompt and friendly.

Good.

Very Good.

Very helpful.

Very helpful and kind.

Friendly, always help in any way.

They make a great effort to get you in the class you want.

Efficient.

I find her very helpful and prompt.

Very cooperative.

Very nice - efficient.

Nancy Riddle does an excellent job as Registrar. She knows her job! This office is one of the best.

They've helped when other offices have been full or out to lunch.

Love Nancy, she is a good person, always tried to help me with my problems.

Great.

I have always received good service when registering for classes at PHCC.

Process for registering is a bit confusing. You need an advisor to approve your courses but no one assigns an advisor to you.

Very prompt.

Nancy is terrific. Very friendly and nice and very, very helpful.

Nancy is very helpful and friendly.

Very well established department. Needs more staff.

Average - Pretty helpful.

I have only been glad to work w/the registrar's office. They have been very successful in helping me when registering for classes!

Quick, simple.

No problems.

I have attended PHCC for a year now and I have no complaints at all of the schools functions. I'm very pleased with the service available to me when I need them. I am proud to say I am a student at PHCC.

Very helpful.

I haven't been there often but the people seem to want to help you.

Was very nice, and pleasant.

Excellent.

Friendly.

Excellent Service.

Registrar's Office runs very smooth. Simple and Good!

The registrar does her job very well and helps in anyway she can.

Poor

This section is always busy - more help may add to the effectiveness of this department.

The Registrar needs to be expanded so that students do not have such long waits to register for classes.

More hours to accommodate night students.

Fair - Lady was too busy talking to someone while trying to registrar.

I had difficulty registering last quarter because there was no one available at the time to sign my registration card. When I came back, the class was closed. I did get into the class but the problem could have been avoided.

A little confusing; each time you register it seems you do something different.

I've had several computer foul-ups.

Miscellaneous

Has always been helpful when I needed something. Sometimes is hard to find.

I paid for classes there.

No problem.

Adequate.

Have only been there to sign up and pay fees.

Informative.

O.K.

I only talked to the registrar when I dropped a class.

Is needed all ways here at PHCC.

No complaints.

O.K.

Adequate.

O.K.

Available - when needed.

There didn't seem to be any problems.

Fair.

Used it.

It's okay.

Okay.

No problem.

O.K.

If you don't know the exact course that you want there is bound to be complications with this one.

Very helpful but graduation sure wasn't planned well at all. No one knew what was going on.

Need to put more notice to students coming to their department.

They also need to offer only the classes available, such as CADD.

When you can find one they help.

(One desk should handle everything instead of sending the student running around to different offices.

PLACEMENT/TESTING

Don't Know

Do not know about.

Don't know this program.

Don't know.

Don't really know about it.

I don't understand it very well.

I have no knowledge of this area of service.

Unfamiliar with.

Do not know anything about this program.

I don't know much about it.

Haven't Used

Did not have to use, SAT high enough.

Didn't really use enough to know anything about them.

Never used.

Never used it.

I haven't had to do this.

Have not had any dealings.

Never used.

Never used it.

Never used.

Never used it.

I've not used this program.

Have not used.

Placement testing done at Danville Community College.

I have not used this either.

Never used so I don't know.

Good

Important to the students.

Instructed well on tests and good interpretation.

The administrator was very nice and easily understandable.

I was placed in correct classes, no complaints.

I only had one test and the instructors were fine. I saw nothing wrong with the test. Being out of school for 15 years I couldn't remember a lot.

Testing times always convenient.

Galen Biehl is a good instructor when he gives the test.

People are very nice.

Good.

Excellent.

Excellent Program.

Very good.

Very simple and clear.

I liked the testing because it helped me to avoid taking unnecessary classes.

I found Jeff Porter to be very patient and helpful. He gave me the feeling he liked working with students which I thought he did very well.

Good!

Good.

I think was fine.

I've only taken CGP and GEPI test. They worked around my schedule.

Very useful in determining areas of weakness.

I feel the tests were fair. The only placement test I took was CGP for Algebra which I ended up taking this Algebra class.

I have signed up but have not participated yet. But I am looking forward to.

I think it's great also.

Good.

Good.

Good.

Instructions are clear and it really helps you to see where your weak and strong points are.

Good.

Jeff was very nice, and he gave me confidence when I have to take a test.

They explain thoroughly about the tests.

Only taken CGP. It went well.

Very good!

I was very pleased with the testing. My high school grades weren't that great, but with the placement test I knew what I needed.

Excellent - It was well organized and explained very well by the test giver.

Good.

Good.

The tests were explained in detail and enough time to complete was allotted.

I am only familiar with this program through the test I was given at my high school for entry into PHCC. The test was well instructed and had an excellent instructor.

Went smoothly.

Good.

Test administration is run well.

Good.

Understanding and helpful.

Excellent.

Placement/Testing is a good program.

The counselor was helpful and patient. I felt I was placed accurately.

Good.

Pleased with wide variety of scheduled dates.

I had the CGP test in January. Everything went very well.

They are very good. It helps you more than you would think.

Great especially if I have to take them over.

Good.

Poor

I don't place much faith in these tests anyway.

The test could be shorter (in time)

They need more testing times available.

Wasn't any use or help to me.

Need to help the students with more information. All tests should be taken at beginning and then counseling should be next to inform what if any on what needs are required.

Fair, but really don't know anything about them.

I really couldn't understand what the scores on the CGP meant.

Needs to help people more not just test.

This is fair. I wonder just how much value they hold. Especially when you're in the outside world?

Real Long.

Long.

The placement testing I took said I needed remedial courses. I took none I could not waste my time or money. I made BBC in Math and BBC English. I think the test is just to get more money for remedial classes. I know my spelling and grammar are poor but given time I write quite well.

Necessary probably, but an annoying thing for me.

Long and drawn out.

Poor. The teacher testing me paced the floor in front of me. The test in Algebra was very confusing.

Poor.

Miscellaneous

I didn't understand the placement tests, but I did well on them.

It was a long time ago when I used this service.

It is easier for me to take the CGP on weekends.

GEP Testing so far is all I have received.

O.K.

Never used the Placement/Testing but once to enter into the college. Can't remember my experience.

It was okay.

Wish I had taken the math part over instead of having to complete an entire quarter of Algebra.

Tests make me nervous so I didn't do very well on the one's I took.

It helped me realize how much I had forgotten.

Affirmed my strengths and weaknesses, as already suspected!

It's okay.

No problem.

Only used testing for admission once and do NLN's when required.

Okay.

I have used it.

O.K.

It's O.K.

O.K.

I only took C.G.P. test and that was two years ago. It seemed standard.

O.K.

I only used this when I took the GEP Test.

The strength is that you can be placed at the level you are at instead of starting at the beginning.

The weakness - I think sometimes they place you higher than you should be and you don't learn as well.

The test was okay - but the grading system was confusing.

It helps, but it does not know the full details.

NON/TRADITIONAL STUDIES

Don't know

I have returned to school without Breaking Barriers and the Grant Program I'm now under.

Good

Enjoyed being in this class and hope to take more classes.

Jeff and staff are very nice, helpful, concerned of what you want and where you wanted to go and they try to assist you anyway they can.

Enjoyed the class. I think this is a great department. We really need it.

Jeff and Pam are great.

Good

Interesting - would like for the courses offered to be for credit or made very clear that the credit earned would not go to a degree.

Very good program for people that don't qualify for aid or grant.

This is a great idea to help people who have been out of school for awhile to get started again, to give them the boost that they need.

I think this is an excellent opportunity and I have really enjoyed the night owl classes. It has been a learning experience.

Helpful for my part-time schedule.

This is excellent. It gave me much insight to careers I might consider. It also has given me motivation to continue my education. The instructor is quite good. The class was a little crowded but it seems to have worked out pretty well. The trip was so interesting.

Has been fun, although class is very large, not enough space, computers. Due to these circumstances it has gone well, but would be better if class was smaller.

Very good I really enjoyed the classes with Pam Stokes and Jeff Porter they are great! Very encouraging.

Good program. Could be more organized.

This is good, if it were not for the night owl classes; I wouldn't have the money to come over here. I have learned very much, and I hope this class will continue to be part of PHCC so it can help other women as it has helped me.

The "Nite Owls" program has been very enlightening to me as I further my education. I have enjoyed the challenge given by this program. The Non/Traditional Studies staff of Jeff Porter and Pam Stokes have been very helpful. My computer instructors, Gloria and Delveta, have been extremely helpful and informative.

I found Jeff Porter and staff to be thoughtful, helpful and supportive. I enjoyed Gloria and Delvita as instructors. I found the Nite Owl Program to be very informative and feel I learned a lot. Our class was large and I didn't feel each student had enough computer time.

I like it. And want to learn more about computers and other things in the nite owls.

Non/Traditional Studies are great programs. They helped me to obtain a job as a nurses aide. My last instructor could have taught us more. I have learned more on the job, some of the things my instructor did not teach.

An excellent program and staff.

Positives: Provides insight on areas of interest to further pursue (one class can generate a desire for more extensive learning)

Promotes self-esteem through aid in meeting new challenges

Prepares some for career improvements

Eliminates intimidation of unknown fields (computers)

Helps individuals to get better jobs, Increases self esteem, Provides opportunities for extended learning.

Have really enjoyed the Non/Traditional classes I have taken. Its been helpful in my occupation.

Good!

A very good service. Very informative, very useful, and very well taught. Enjoyed class very much - excellent - learned a lot.

I feel this is very good. It really gives me a chance to explore my hidden talents and find out a few new things I really didn't know about myself. It's great!

They're helpful, but they help most in getting us mentally in gear. They're very encouraging. But they don't always help in long range plans and scheduling of school studies adequately.

I think the non/traditional studies is a great idea, it has encouraged me to learn and explore new ideas, not just in my studies but in life. But, I feel the classes should be smaller - being a fast learner I found it boring and frustrating having to wait on the others. I feel if the class was smaller I could have learned and been exposed to more.

Because of the unexpected size of the Nite Owls class for Computer Concepts, the college seemed unprepared in classroom locations and availability of computer hardware. Ms. Gloria Amos and Delveta rose to the occasion, however, and "coped" with grace!

Has good seminars, etc.

I really enjoyed the nite-owl program. I learned a lot and I enjoyed the seminar. It was a very good experience for me.

I've enjoyed my classes and have learned a lot. The only class that I didn't enjoy was Drafting. Due to Mr. Austin's bad attitude I dropped the class.

This is a great program. Through the Night Owls computer class I have learned enough to know I want to further my education in this field. I hope to eventually make this my career.

I like that program.

They are a good help to students especially single parents and the program has helped me a lot.

Thank goodness for this program! If it had not been for their help, there may have been times I could not have attended PHCC. I cannot say enough good about this program.

An exceptional course. I believe anyone who took it would benefit greatly from it.

Very good.

I believe that Jeff Porter is an outstanding person, he gave me the inner drive that I needed in attending college, he is a very outgoing person.

Only been in there one time. Seemed helpful.

I enjoy these classes.

Non-traditional studies has been a life saver for me in getting aid for my classes, and getting back and from school during the day.

Is helping me to earn my G.E.D.

Great!

It is good to have.

After you get past the secretary (she is not very friendly or helpful) the rest of the staff is nice. The service is very much needed one. It needs a lot of improvement though.

Very good.

They really help a lot of people.

I was stagnant at home - this program gave me the incentive to go on with my education and continue improving myself. It is vital that Non-Traditional Studies keep on helping people get back into school.

This was my life saver. Without the help of Jeff Porter and this program - I'd still be at home - wondering if I had any mind left at all. I would advertise in the paper - if I could - for all women - to take Jeff's course on college orientation.

The help me with child care and transportation and encouraged me to apply for a Pell Grant. Pam is very helpful and empathetic of my situation.

This is a wonderful group of people, working together toward an education. Pam Stokes and Jeff Porter are both very supportive and extremely good in their jobs.

Great.

Very helpful and nice, very willing to help when can..

I love it. Pam and Eileen are both easy to be around and Pam will do whatever she can to help you.

It's a really great program but, I think the Breaking Barrier students should be able to choose whether or not they want to take Drafting, Auto or Computers. I don't think breaking barriers should be a package deal.

Excellent.

It's great, it gives you a change to get yourself prepared for your studies and to build your self worth.

Excellent program, the best!!

It helps out a whole lot because you really learn more than you would expect.

Pam and Jeff are good people they will help you get the help you need only one's who really try to help the poor, black students who are trying to get ahead.

A very good program. The people that work there are very nice and personal.

Loved every class.

Pam and Jeff have been great. Jeff was really an inspiration to me in orientation.

Good.

A well founded program. They were the first people to actually get me on the ball with getting into school. Thank God. Friendly bunch of folks and there when you need them.

Well-run has good counselors.

Poor

A student in this program should not have to attend orientation but 1x.

Criteria for eligibility should be more specific. Performance of participant should carry some weight as to whether they continue in the program.

They need a lot of work.

The lady isn't nice.

Good program but does not follow through. Was left without support just as I was getting started.

It could have more subjects to choose. There should not be a limit and if anyway possible more instructors. Too many in one class, it was hard for one to learn.

I was told one thing certain - concerning aid as a single parent - unemployed - but later was told differently.

I feel we could have had better classes with smaller groups.

Pam Stokes should be fired; she never keeps appointments, she is lazy, she is rude, and should not be in a position of guidance at PHCC.

Needs more information and people who are willing to help the non-traditional student pick and choose his/her studies.

Serves those who wouldn't need it, if they would only try to find a job and get off of welfare.

Very dissatisfied with this area.

This isn't as good as when I first started. They are slow getting reports in for people's checks. They also don't help as much as they did and many need it.

Strengths - excellent programs

Weaknesses - Receiving needed information through mail awful. Making appointments and then keeping the appointment awful. I hated having to wait on Pam Stokes even after I arrived for an appointment.

Higher quality needed.

They are not very good. They do not get the money out till the end of the quarter and that does not help.

Miscellaneous

No Problem.

Jeff Porter is the brains of this operation.

Should have a "nursing drive" to recruit more males into the nursing field.

Unsure about how this would help. Would like to see more available for the gifted under 18 years.

Very helpful, could be more professional.

FINANCIAL AID

Don't Know

I know nothing about it.

I don't know about this department.

I don't get financial aid.

Haven't Used

Never used it.

Have not used.

Did not need it.

Haven't used.

Have not used.

Can't receive it.

Didn't get any.

Did not use.

Have had no dealings with.

Don't know.

Never used.

Didn't use.

Haven't participated in this.

Never used it.

Have not used.

Never used it.

Have not had any dealings.

Good

The Financial Aid always is on "top of things" and very efficient. This office is also one of the best.

There to explain things you don't understand. Mrs. Seay is great.

I enjoy the atmosphere of financial aid, the people are great and so is the services.

Great.

They are very sweet and very helpful.

(Excellent. All the programs to help students and veterans receive aid for classes was outstanding.

Excellent.

This aid is helpful in paying for books and needs.

Very, very helpful in all areas. Have been more helpful to me than any other area.

I'm a vet and the services offered have always been prompt and helpful.

Good person.

Very good everyone helps out as much as needed.

Very helpful.

Helpful.

Very helpful and willing and able to give quick and accurate advice - willing to work with students.

Has been very helpful, go out of way to help.

This is my second home. If not for this program I wouldn't be here. The staff are excellent and they've always given me prompt attention.

Employees are nice and helpful they could use more space, though.

(Good.

It was arranged in a organized manner.

Very excellent, some of the work-study student are hateful, other than that nothing.

I have been very happy with this office they have been very courteous and prompt.

I have found them to be very helpful.

Friendly and straight forward.

Very good.

Very helpful.

Very good.

All the workers do their best to help students and make things easier.

Award programs have been beneficial to many friends.

Has helped me a great deal!

I'm very pleased with this it has helped me to get my G.E.D. If not for Financial Aid I wouldn't be here.

If it was not for Financial Aid I would not be able to go for the goal I have set for myself and my future.

(Cooperative.

Work with you and your schedule try to explain well.

People are very nice.

No Problem.

It is nice I've used it each time I come back to school.

Very helpful - Carmala and Brenda.

Very helpful and informative. They're always willing to help you whenever you need it, especially about scholarships.

They explain the forms thoroughly and offer helpful seminars on applying for financial aid.

Very helpful to me. Information was very helpful. They helped me a lot.

The financial aid is great and willing to help people.

Very good. People are wonderful.

The girls in the office have helped me a lot. They're always ready to answer my questions, very helpful.

I think that the financial aid is a great idea because it helps students who have only one parent and can't afford to pay for their classes and books.

They are great and very helpful.

They were helpful as far as filling out the forms and informing me of various grants and loans.

Excellent group of people, will help as much as possible.

The department has an excellent staff that is ready to assist in all areas of finances concerning school.

Very helpful. I couldn't have made it without her.

Very helpful.

They are very nice and helpful.

Helped - always there and willing to help.

Excellent program.

Very friendly, helpful.

Fine.

This is a very worthy program; however, I have never used this program.

Helpful.

Very cooperative and informative.

Financial Aid has helped me out a lot. Mrs. Seay and the staff are great.

Now, I think they need to be commended on the excellent job they're doing.

I have not used this department as a student, but I think it is very efficient and most important to those students who need it.

Good.

Everyone is very helpful and they all try to give you as many financial aid opportunities as they could. I found a lot more and received more financial aid here by having it made known to me that it was available than I ever received at Radford University.

Very supportive if you need the aid.

Very helpful. Helped me get aid for next year.

I'm glad that you offer financial aid, it made it possible for me to come to college. If it wasn't for this I would not have been able to attend.

If it wasn't for financial aid I couldn't come to school. I think that the financial aid department is well organized.

Everyone was very helpful.

Friendly.

They were very helpful.

I received financial aid my first year here and they were really concerned and helpful.

Very good assistance.

Good.

They are extremely helpful and care about you as a person.

I like the program, because it gives people a chance who may have never had one.

They are very good to help anytime there is a problem.

Brenda has been very helpful to me as far as counseling and with encouraging me.

Does a good job.

Poor

More service needed, and faster.

V.A. financial aid are slow and has the attitude of "I don't have time for you". If part of their job is to notify the V.A. how many credit hours each student has, they didn't send in mine, which resulted in a large overpayment. They didn't try to find out what the cause was. I had to do it myself.

I received a full two-year scholarship from the financial aid department, but on occasion, working with the program has been frustrating. They have provided me with some incorrect information.

They will give you the run-a-round when it comes to the pell grant checks.

I applied for aid, I did not receive it. I live alone, pay rent, food - etc. expenses, gas to drive here (35 miles one way) I work only part-time to attend school and I do not make enough money to pay for tuition without some help. I don't feel as if they are fair with their decision.

They are there, not very helpful, or willing to help.

Too overworked. They seem too busy to give much personal attention to anyone that may need. They seem more concerned with you signing in and getting out then listening to any problems you may have.

Financial Aid has been no help whatsoever to me. I was told if I find a job and then get fired, then I might receive help - financial aid. I have wondered to if any of my scholarship applications were ever received.

Often feel I am not getting all the information and wish there were more funds for achievement rather than just need.

Poor - they don't explain things and the workers seem to be too busy.

I would like financial aid, but my husband makes over the limit. But that is deceiving: he's self-employed, and almost all his profit goes back into the business.

Sometimes the services there aren't very good but they get the work done.

Unqualified.

I didn't like how financial aid worked. I didn't work and my husband made 1100 a month and I filled out form after form and they paid said we made too much. How can you figure that when our bills was 1000 a month?

Didn't help me at all.

I found this very slow at giving me my loan money.

What does it take to get financial aid. When a person only works 15 to 25 hours a week at \$3.10 an hour it is hard to understand why that person can't get help.

I got the Pell Grant for three quarters but it was a lot of hassle.

Mrs. Seay is excellent. Unfortunately the other employees who work in this office are very condescending and rude.

I have a problem with Financial Aid. They (financial aid office personnel) insisted on seeing my parents income tax return for last year. They aren't paying for my college - I am!!

I think Ms. Seay needs a little more experienced help. She's too overworked.

I had the feeling that I was "bothering" them when I applied for aid! They were not very helpful.

A bit careless and overlooking, cost me 300 dollars for god's sake. Their screw up.

Miscellaneous

Would not qualify.

It is okay.

Good sometimes hard to understand.

O.K.

I received financial aid all 3 quarters.

Adequate services.

Not helpful at this time.

Financial Aid I did not get. But I was able to get a grant.

Fair.

Sometimes disorganized, but very fair.

Was unaware that I might qualify for financial aid until recently. Separated, mother of two with non-supportive spouse.

I've never used it, but I think it's strange you have to move out of your parents house and wait 1 or 2 years before their income won't be considered on your application.

The personnel in FA are very helpful. However, my complaint is with the program itself. It seems that you have to be dirt poor to get help with school. I feel that anyone who needs help big or small for their education should get it.

I had financial aid - the 1st year I was here. But thanks to the federal government they have lowered the amount to an extent that I can't even get it anymore. As for the personnel they are great.

I've only been there once or twice to sign my financial aid check.

Need to know when each scholarship available - spring only, summer, etc.

I would like to see help for part-time people. I was granted aid but I have a full-time job so I couldn't keep it. Isn't fair not to help us too.

Need more help available during evenings.

Service has been okay. I wish there were more programs for aid for over \$35,000 - \$40,000 bracket. due to this problem I didn't qualify for the Guaranteed or Pell Grant. I'm tired of my bills being behind.

They need more staffing during peak enrollment times.

Have not used yet. Employer pays for job related classes.

Needs more help!

COUNSELING

Don't Know

(I know nothing about it.

I don't really know much about the counseling service.

Haven't Used

Never used.

Have not used.

Haven't used this service.

I have not used counseling.

Haven't used.

Haven't used.

Never used.

Never used.

I don't know, I go to Pam Stokes.

Did not use, only received counseling from Nursing Department.

I never used this.

Have never used it.

(I've never used this program.

Have not sought assistance.

Never used.

I have not used this service.

Never had.

Didn't attend any.

I didn't use this service.

Good

I think counseling is excellent!

Very good has helped me a lot with classes.

All the counselors are always happy to help and very friendly, informative.

Everyone has gone beyond what I expected.

Helpful, very nice and understanding.

Mr. Griffin was very helpful when I first started college and also Mr. Diehl was encouraging.

I can always find someone there who can help me or lead me to someone who can help if they can't.

(Very helpful.

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Student Development Services Evaluation

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Very helpful staff.

A great service. Counselors are extremely nice and helpful.

I received excellent help and encouragement from Mr. Diehl and his staff regarding my pre-GED examination.

The staff is fantastic, very willing to help and to get things moving in conjunction with transferring students. They seem to be sincerely concerned with their students doing good and helping them get what they want.

Good listeners and very understanding.

Good. I haven't used them too much I like to do my own thing.

They helped me to make decisions on what classes to take and how to go about it.

My counselor is very good in helping me plan my schedule each Quarter.

Very good.

Fine.

They are very helpful.

Good.

Very competent and understanding. Shows a great deal of empathy.

Excellent group of individuals. They do what they can.

The counselors have done a very good job in helping me choose proper courses for my chosen curriculum.

Very helpful in helping me make class choices.

They were very attentive and helpful.

Since I already have a job and take classes at night I have not used these areas much, but what little I have had to deal with them has been good and left me with a positive attitude towards them.

They helped a lot. They explained things very well.

I have received a lot of good counseling here at PHCC, Galen has always had time to talk to me, whenever I needed him.

I think the counseling is great at PHCC considering the number of students each counselor has.

I use their help a lot. They are very helpful and nice. I ask a lot of questions and they always help me or give me to someone who can. They are excellent people.

I have had very little counseling but the counselors I have talked to have been very helpful.

Very helpful.

Toby Deal has been my counselor and he has been very helpful to suggest classes that fit into my over all needs. He also has made himself available whenever possible for him.

I find it easy to talk with them.

Excellent.

Good, very helpful.

Great.

They try to help students out and I think they do pretty good.

They are very helpful.

Good, the counselors are very cooperative and informative.

I have had excellent counseling and at anytime I have needed it.

They are eager to help.

The only time I used counseling was just talking to individual teachers to help me decide what classes to take and they were very helpful.

Every counselor I've spoken to has helped me very much in making my decisions as to what classes I should take.

It's there when you need it.

The counselors I have worked with have been well informed and helpful.

Counseling at PHCC is excellent. Keep up the good work!

Was very helpful.

All my contacts with Galen Diehl have been very informative. I've had all my questions answered.

The counseling department has given me help whenever I needed it. They are always willing to talk with me. They have helped me in deciding what curriculum I wanted.

Excellent.

I thought the counseling was great.

Mr. Griffin was very helpful to me.

They've been very helpful in whatever I want to do or ask for.

I have no problem getting proper counseling.

I have talked at length with my counselor, he is great and I know he knows his stuff.

Very nice and cooperative.

The counseling is also of very high quality. They are willing to help always.

Do a good job in letting each student know more about what kind of classes to take.

The counselors are very understanding and try to help you in anyway possible.

Very helpful and friendly. They know what they are doing.

I think it is very good. Everyone seems to be understanding and they are very nice and friendly when you need their help.

Strengths - staff - attitudes - truthfulness

I received great counseling on what classes to take.

The people are very friendly and helpful. I always go to a counselor before I enroll in classes.

I found the counseling to be helpful and the counselors most friendly.

Very helpful.

Caring.

The personnel are friendly and interested.

I have to use counseling a lot, it has been great for me.

Is excellent, I get help fast.

I have received good counseling help while I've been here.

I have no problem with counseling here.

My counselor has helped me greatly with registering for classes each quarter.

I consider the counseling by student advisors to be excellent.

Very helpful in academic and non-academic situations.

Good.

Patient.

I've received excellent advice in planning my career.

Someone is always there.

I think the counseling office is well organized and the counselors do there job well.

Excellent service.

Good.

They've been helpful and easy to talk with.

Counseling has been a great help. I was in a car accident in March, 1986 and they were very cooperative with my parents in helping them with withdrawal from my classes until I was able to return.

Lane Hubbard has helped with most all my questions. The counseling he gave me was very good.

Great.

Counselors are very good helping with a problem.

This was very helpful when I first came to this college, but I don't use it anymore.

Is very good and there when you needed to talk to them.

Real good job and there when you need them.

Great.

Very excellent, people are very friendly.

Excellent!

Haven't used much - are helpful in class selection.

Poor

Although it is not directly counseling's fault, but counseling through my advisor could have been much better. I felt like my advisor was continually giving me the run around.

I believe this area could be built up a great deal. The counselors need to talk straight forward and not BS their way through things. I have spoken to two counselors that have really helped me. Cheryl Joyce and Ms. Briggs. And I have had the run around from the others.

Counseling is fair although - different opinions from counselors make course planning difficult, ie. told classes are needed then later are told they weren't needed - which is a person waste of time and money.

Only use once or twice, they were some help, but never did feel easy about talking to them about my personal problems or grades.

My counselor is so hard to track down that I usually talk to Mr. Diehl.

This was of no help. If I asked about a program I do not wish to be referred to the college catalog for an explanation. That's why I go for counseling. I have already looked in the catalog and have questions.

Not too good in dealing with students who are not traditional 18 year old freshmen.

I do not feel that some counselors have a feel for where you are in your studies and the best approach for night students schedule. I would like to see some improvement in the time taken with students.

Should be more conscious of students' status when registering for classes.

I feel counseling should be more aware of each students individual needs, not just the needs of PHCC.

Counseling has not been very good.

I was not aware that some classes could be transferred to another major until I was 2/3 the way finished.

I don't like the fact that because I didn't know what subject I was interested in, I was never assigned a counselor.

Too impersonal.

It's a joke! No one ever has time to help you.

My counselor is very hard to catch up with. I feel that you should be assigned a counselor that is at the college when you are and available to help you when you need it.

Not enough counselors available.

Poor.

Mr. Edwards made me feel like he was trying to ge me to do what he wanted to do not help me figure out what I wanted to do.

(Pre-Nursing) Great nothing but good experiences once Ms. Carr became my counselor. Before, I can't say as much. (I wished I had been informed that the self-paced basic algebra required completion of book for credit)

They don't seem to notice you when you have been around here awhile but at first it was pretty good.

Fair - they don't seem to really care.

I have gotten misinformation re: subjects that are college transferable, subjects that can/cannot be taken in pre-nursing. I feel each counselor should be aware of correct information.

I have had fair counseling. If I needed some advice I had to go door to door to get it. I was constantly being sent here or there. It seemed as if none wanted to take the time to help me. I think the counseling needs organizing.

(I do not feel that some of the counselors or advisors are very interested in the students welfare. Most of the scheduling must be done by each individual student. The college needs to be better organized place. When you have a problem or question you are tossed around from person to person. The staff needs to learn how to work with the students in trying to graduate. I have spent weeks being tossed from one person to another because no one wants to give any straight answers. The college has some good teachers but the counseling could be improved.

My experience with the counseling office is bad. Most of the time they were standing around talking and laughing or just weren't in their office. They weren't very helpful and gave me the run around during my admission.

Whenever I go for counseling they always shift me to different people, or have to make phone calls to see what's going on.

Miscellaneous

Used very little.

Very helpful and useful; however, they need to be available more often.

Fair.

Very helpful if you can catch in office.

Mr. Hubbard is one of the best teachers I have ever had and is always there when you have a question.

Some teachers are good at counseling, some are not.

Not much contact with them.

When they are available the counseling for PHCC is fair, although the information is often lacking in other areas. The biggest problem is availability.

(Haven't used much except to talk to Jeff and Pam about this course.

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Counseling should be 2 times a year to help career students.

I think it is okay.

A better knowledge of the transfer criteria of other four-year colleges would make it easier on transfer students.

I've never had the fortunate ability to meet counseling but I'm sure they're doing a great job.

Fair, so far I have usually decided what I was going to do before I talked with them. During this time, the change from semesters and quarters some of the nursing counselors are not sure of what is going on.

I have never used the counseling, but I think its great to have available.

I have only gone to counseling when it's time to register for classes.

Never helped me.

O.K.

Used only a little. Wish I had been advised to take all transfer courses.

Use it a lot.

Haven't received much except when admitted.

I haven't used the counseling office except to register for classes.

Have only used in determining if I should take a class or not.

Need more full-time counselors with no other job.

Used some, mostly I counseled myself.

I didn't really have a great time in counseling, but it was probably my fault.

Need to counsel incoming students coming into a program. Let them know what to expect. Counseling needs a lot of work.

Available when needed.

Very helpful, but assumed I knew more about what I wanted just because I'm an older student. In fact, I probably need more guidance (at least as much) as someone out of high school.

Only used them to register.

Counseling is real good for students to have in this college.

Weakness - not enough counselors

Strengths - counselors we have are well-qualified and do a good job

The majority of counselors are excellent. Those that are excellent help students pursue what the student really wants. However, some of the counselors have a tendency to try and persuade the student to do what the counselor wants. The counselors wants sometimes have nothing to do with the students wants.

Certain counselors are very helpful and want to do what is best for the individual. Some however, want you to do what they say or what they think is right, regardless of your own feelings.

Very good. Dr. Griffin can be very hateful at times though. Cheryl Joyce is an excellent counselor.

CAREER PLANNING AND PLACEMENT

(Don't Know

I have not had help in Career Planning and don't know where to get it.

Not familiar.

Did not use, did not know about.

I never used it.

Yes, that is my goal, to find my weakness and overcome them. I'm planning a career with hope that I will successfully obtain a job of my choice and go from there.

I cannot take advantage of services I don't know about and understand. Possibly promotion in the classroom may help.

Am not familiar with the program.

Don't know about it.

Not much contact with them.

I have never went over to look at Career Planning and Placement.

Strengths are talking to Jeff or Pam and their response, they help me, specially Pam.

Never used and don't know anything about.

(I'm not familiar with this program.

I don't really know much about it.

I don't know, I go to Pam Stokes.

Haven't had any experience with this program.

Never used this service.

Never used it.

I don't know what it is or where its located.

Have not heard of this program.

I haven't had any experience in this.

Had no idea of this program.

I don't know.

I've never really used this.

I have no idea what the service is or how to use the service.

I have had no dealings with this department.

(I don't know much about it.

I'm not very familiar with this program.

PHCC has many interesting courses and the instructors are very encouraging.

I know nothing of the program or service. I honestly have never heard of it.

Haven't Used

I have never used this service.

I have never used this service before.

I've never used this program.

Haven't used this service.

Not used before.

Haven't used.

Have not taken advantage of.

Never used.

Haven't used it.

I have never used.

Have not participated in this.

Have not used.

Never used it.

Not utilized.

Haven't used this program.

I've never used them.

Have not used this.

Never used.

I have not used this program.

Never used.

Haven't used.

I have not used this.

Have not used it.

Haven't used.

I've never used this.

I have never used this organization.

I haven't come in contact with this department.

Haven't used.

Haven't used them yet.

Never used.

Have not used.

Have not used.

Have not sought assistance.

Not used.

I have never used this.

Good

Good.

They're good.

I think it is great, so far.

Very good.

Very good information, very helpful.

They are excellent in helping in finding about jobs.

The staff is very helpful. Any information you want is there on any career.

Good.

Very good.

This area is very good. I think it has helped a lot, the only thing I'm not sure as to what field I want to go into.

Very good program.

The people really put forth all of their effort to help the student.

Friendly environment.

Helped me get a good job. Will help in anything they can.

Since I already have a job and take classes at night I have not used these areas much, but what little I have had to deal with them has been good and left me with a positive attitude towards them.

I would not have the job I am currently at if it were not for the Career Development Center. I found an interest on the job listings and followed through with an interview and successfully became employed.

I think it is a Great Program, an I can't think of anything to make it better.

I love to talk to Cheryl Joyce, she has given me very valuable advice about career choices of decisions.

I have not needed to use this, but I think it is an excellent program.

CDC's seminars on resume writing, etc. are great. So is the job credentials file.

As far as PHCC goes they have a wonderful Career Planning and Placement Center, you have a wide variety of areas and excellent classes in which one may use to their advantage.

I would like for everyone who takes the class be required to talk to someone individually about what they should do to continue their education after this class is finished.

They are willing to help.

I have never used this service offered by the college because I feel I already know what I want. I think the service is a good one, however, due to the number of people who are undecided as to what they will do.

The Career Development Center is excellent! I have found them to be the most helpful to me in my 2 years here. They provide excellent services and staff!

Excellent services and promotion. I find the CDC staff most hardworking and helpful. I feel they are really doing a good job for the students.

I feel the work done by the Career Development Center is good. The job notices placed around the college are helpful.

Everyone I have talked with have been very helpful.

Nice but busy, seem overworked.

I consider the program to be strong because they helped me find the job I have now. They were very helpful and concerned.

The CDC is very good about finding jobs for people. Cheryl and Marcia are very good at their jobs. They make you feel welcome whenever you need their help at the Center.

Cheryl Joyce has been very helpful to me. The College will benefit from her work here at PHCC. She knows what she is doing!

Career Development class was very interesting and helpful.

What I liked most about the Career Development Center is that when you needed help, they were there for you. If you didn't need help they did not look over your shoulder to see what you were doing.

Very good. Interested in helping.

Very helpful in answering questions and pointing out career possibilities.

I have used the career planning and placement to help decide what I wanted to pursue and to plan my classes. It was very helpful.

Cheryl Joyce was extremely helpful. Don Crouch and Lane Hubbard also helped me towards shaping my education to fit a good career in electronics.

Good.

Staff are excellent. They were there when needed. Friendly, willing to help.

It's good and helpful.

Good career days. There have always been good people present to answer all my questions.

Career planning is organized and the people in this department seem to be very friendly, and willing to help one with the many choices which he or she may have.

Cheryl Joyce is always there to help with your many problems, that you may come across when choosing the classes that should be taken.

They are very nice and helpful and make testing enjoyable.

Asset to PHCC. Most students don't know or aren't willing to take advantage of these services.

Excellent.

The career planning and placement helped me to find out what I am good at doing. It showed me how to accomplish my goals in the future.

Ms. Joyce is very helpful with important advice for anyone to choose the career in which your best efforts will be performed.

I think this Placement has brought me a long ways this quarter.

Mrs. Joyce is always there to help with any question.

Cheryl Joyce has been very helpful to me. She seems to want your questions and knows about careers that would be appropriate for you.

I feel that the career planning and placement really wants to help the student. There is a lot of information available to help you decide on a career, and they offer many services in helping one locate a job.

Very helpful.

From my little experience, the department has been a great help.

This office is very helpful to get you a job and to plan afterwards.

Very good program.

Very good.

Does an excellent job in helping people to find job; very helpful and concerned about the needs of the students.

Very, very helpful and informative.

Poor

They don't talk to you enough. Especially if you're like me and was sort of undecided.

I never have much chance to contact anyone on my placement and when I do they just ask me what I like and go on with that without knowing me.

Career Planning should be based on what you are interested in only and not a lot of other material that would draw you away from your career.

It seems if you are interested in more than one specific thing that the program does not work too well.

Visited a few times and was not helped very thoroughly for my career goal.

I wish I had known about this program when I was in my first year of college.

Job recruiting on campus was a joke.

They just don't make me feel very comfortable to use this service. I don't know if it is their attitudes or mine.

Never helped me.

With the changes coming up, no push has been made to advise students on what is needed to help adjust and prepare for the changes coming.

Suggestions

The department seems to be A-OK as it is. Broaden the job search for the technical fields and it would be better.

Needs to be moved next to counseling department.

Needs to get more involved in the student's program, so there will be one on one communication, when there is a job opening.

Job Notices are great if you can find something to apply for.

One CSI meeting was the only time I've had any contact with this service. They should seek out students with information more like this.

Need more individual people from different working situations to come in and speak.

This area is getting better for I think you have added a new program package for career planning.

I haven't used this service except for looking at the notices.

Very helpful. Could be more active in helping place people in jobs.

Does a good job, but not many students realize this is here for their use.

I enjoyed the Discover program, however the day I was there - the secretary left. (She was supposed to show me how to use the computer.) Therefore, I was very nervous and I was afraid I was punching the wrong keys. But -I really got a lot out of the Career Seminars. I hope this stays. I hope Discover stays too - but someone needs to be there to guide the students - using the computer.

I don't know enough about all of your programs because I have not taken the time to explore them yet. I feel that when I have been in need of help the services and people have been very useful.

When I started college here the counselors thought PHCC had computer aided drafting but they don't.

Have not visited it much.

No opinion.

It seems to have a good purpose but I haven't really utilized it.

My results on the career planning/placement test (orientation) has nothing to do with what I'm planning to do. That's O.K. I'm on neutral ground.

Career Planning - good, Placement - fair.

I like the job notices sheet, but I don't live in Martinsville/Henry County. I think it would be helpful to many students if you could have more job notices from surrounding areas. The seminars were helpful and enjoyable.

I hope to enroll into this program, I have heard many appraisals of it and hope they will be able to give me the edge I need.

(More one on one questions to define career objectives. .

ADMISSIONS

Don't Know

I know nothing about it.

Don't know.

Haven't Used

I've never been there and I don't know anything about it.

I'm not sure what Admissions does!

I haven't been there.

Haven't used.

Good

They were friendly and nice.

Very nice and helpful.

Good.

Very good.

Mr. Valentine is a very nice man, very personal. Also his secretary.

Very efficient.

Excellent.

Good services, everyone seems friendly and willing to help.

Good.

Went easy.

Fine

It was alright, I thought things ran rather smoothly.

Very fast and co-operative.

Easy to enter.

They were very helpful and polite.

Good.

I think they do as well as they can.

Really can't recall too much about having been in the admissions office. However, I do feel that they are very friendly.

Good group, no problems with them.

Fine.

Very good.

Very helpful.

Efficient

Everyone was very helpful when I enrolled.

The admissions office and staff is very effective and it makes registering a lot easier.

Simple, helpful workers.

Very helpful and informed me on what subjects to take as a first time student.

Helped me out a lot. I can't think of any weaknesses.

Friendly and swift.

Very good.

Very thorough.

Great. I applied but the fall course was filled. But Jeff and Pam placed my name on the list for winter and notified me about the opening.

Very helpful.

Office is very efficient in processing.

So far, I haven't had any admission problems with any classes I have taken. Its nice to know you can take a class and not have to wait for it to become available again.

They have done a good job considering the work they have to do.

Good.

Very helpful, answer question I needed about different classes.

Good.

Admissions runs very smooth. Simple and good!

The admissions people were very nice and helped me when I first enrolled.

Admissions office was excellent. I was in and out in a swift.

Everyone is very nice in the admissions office; Graham Valentine is especially nice, courteous, and helpful. (as well as very encouraging!)

It has been several years since I enrolled at PHCC, but I don't remember having any problems or the process being difficult.

They are quick and nice to talk with and very helpful.

Good.

Fine.

Good.

It's very well done easy to handle.

Everyone was pleasant and helpful.

Very helpful.

Very quick and easy, no complaints.

Does a good job.

Good and very friendly.

Very good.

They've been very nice and cooperative.

Very helpful.

Very friendly and helpful.

Very helpful.

Very helpful.

Is great.

Admissions to the college was very easy with simple instructions to follow.

I was treated very kind by the admissions office and they helped me to get my classes straight with no hang-ups.

Excellent Service.

Admissions has been wonderful for me.

The people are very helpful.

Admissions has people there to help new students "walk through" the admissions process. I think that is a very good idea since a lot of newcomers have no idea where to go their first time here.

Always helped, fast service, very nice personalities.

Mr. Valentine was very helpful in deciding what to take when and how to finish registering for classes.

Admissions is good. I got a lot of help.

They've also been very willing to help.

The admissions seems to work well as is.

Excellent Service.

Good assistance.

Real good job.

Good.

Great.

Most helpful and courteous.

Excellent.

Helpful.

Good.

Good admissions policy - probably need more staff.

Very excellent people are very friendly.

When I first came to the college, Mr. Valentine helped me choose my classes, but since then I don't use Admissions much.

Organized and helpful.

Excellent!

They are very helpful, every time I have enrolled. The people are very nice and do their jobs well.

They were very helpful.

Nice and very helpful.

They have been helpful through the years.

Helpful.

Good.

Great.

Helpful when registering.

Poor

They need to understand the requirements of all programs thoroughly so that we are not told one thing then expected to do another.

A little confusing.

Not very friendly people.

Very slow at start of quarters.

I am not too impressed. I tried last year to enroll during winter quarter and got the run-around. Also a counselor promised to check on a program and failed to do so.

Each person talked with gives a different answer. No one ever seems to know what's going on.

Their office is a little small when its time to sign up for classes.

Weakness - sometimes don't know what you've paid for - testing etc.

Fair - talk too much slow at service.

One desk should handle everything instead of sending the student running around to different offices.

The enrollment system can be confusing to first-timers. Perhaps better instructions on how to do this process would help newcomers.

There should be more info given on transferable and non-transferable subjects.

Need more help with night students.

It was so long ago that most of the staff has changed. I was new and shy and not sure what I was supposed to do and they didn't help.

Service is okay, no complaints.

When the computer is down there has been a problem, but otherwise prompt service was given.

Suggestions

I figured out my own schedule.

Very important.

It's okay.

Available when needed.

I've used it.

I have no problem with admissions.

I have no complaints with this area of S.D.S either.

No problems.

Average - Pretty helpful.

Have had no problems.

O.K.

O.K.

O.K.

No problem.

I really got my counselors and advisors mixed up.

I really haven't had many dealings with admissions and registrars. However, in just signing up for classes they were helpful. My main problems have come from counseling and its not because I didn't ask for help either. I just got really disgusted because none would give me a straight answer until it was too late!

Okay.

I have no complaints or comments on either of these (#C or D) I really have not used them enough to make comments.

I fill out my course selection and pay my bill and that's it!

Have only been there to sign up and pay fees.

Fair.

Fair.

Only used when first came to class.

Really nice but don't always know what you need to know.

Admissions seemed O.K. for the small time I was there, but I really don't know too much about it.

Could stay open later once a week.

They need to offer only the classes available.

I have had no problems with this except when you register with admissions they want you to get your counselor to sign it, and if they (counselor) does help you fill out your card, why should they sign it?

Appendix D

Student Development Services Survey

STUDENT DEVELOPMENT SURVEY

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Testing/Counseling Services:

1. Have you used the Counseling or Testing Services from Galen Diehl:

☐ Yes, if so please rate the following:
☐ No (skip this section)

A. Competence as a Counselor:

☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement

B. Empathetic Concern:

☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement

C. Ability to solve general problems:

☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement

D. Ability to solve special needs:

☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement

E. Ability to solve academic concerns:

☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement

COMMENTS:

Admissions and Records:

2. Have you ever used the services of the Admissions Counselor, Graham Valentine:

☐ Yes, if so, please rate the following:
☐ No (skip this section)

A. Competence as a general academic advisor:

☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement

B. Competence in transfer academic advising:

☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement

C. Competence in performing transcript evaluation:

☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement

- D. Ability to solve student problems:
 ___Excellent ___Very Good ___Above Average ___Average
 ___Below Average ___Needs Improvement
- E. Ability to solve special needs of students:
 ___Excellent ___Very Good ___Above Average ___Average
 ___Below Average ___Needs Improvement
- F. Competence in general counseling:
 ___Excellent ___Very Good ___Above Average ___Average
 ___Below Average ___Needs Improvement
- G. Ability & interest in recruitment & retention:
 ___Excellent ___Very Good ___Above Average ___Average
 ___Below Average ___Needs Improvement

COMMENTS:

Office of Student Development Services:

3. Please rate the overall Administrations of Student Development Services (under the administration of Dr. Griffin):
- A. Scheduling of hours for Counseling:
 ___Excellent ___Very Good ___Above Average ___Average
 ___Below Average ___Needs Improvement
- B. Attitude of Counselors toward students:
 ___Excellent ___Very Good ___Above Average ___Average
 ___Below Average ___Needs Improvement
- C. Ability and willingness of staff to help solve general student problems:
 ___Excellent ___Very Good ___Above Average ___Average
 ___Below Average ___Needs Improvement
- D. Ability of the division to respond to special student needs:
 ___Excellent ___Very Good ___Above Average ___Average
 ___Below Average ___Needs Improvement
- E. Attitude of Classified staff (Mary, Marcia, Nancy) toward students:
 ___Excellent ___Very Good ___Above Average ___Average
 ___Below Average ___Needs Improvement
- F. Atmosphere of the Student Development Offices:
 ___Excellent ___Very Good ___Above Average ___Average
 ___Below Average ___Needs Improvement
- G. The expertise of the staff to meet the needs of students:
 ___Excellent ___Very Good ___Above Average ___Average

☐ Below Average ☐ Needs Improvement

H. Overall evaluation of Services:

☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement

COMMENTS:

Financial Aid/Veteran's Office:

4. Have you used the services of the Veterans or Financial Aid Office:

☐ Yes, if so, answer the questions below
☐ No (skip this section)

A. Attitude of Financial Aid Office (Kitty Seay) toward students:

☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement

B. Attitude of Financial Aid Staff toward students:

☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement

C. Ability and willingness of staff to provide explanations concerning financial aid and/or veteran's programs:

☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement

D. Ability and willingness of staff to meet students needs beyond normal expectations:

☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement

E. Availability of publications produced by Financial Aid Office:

☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement

F. Availability of information regarding scholarships and other financial aid:

☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement

G. The time between review and notification of financial aid award:

☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement

COMMENTS:

Financial Aid/Veterans Administrator:

5. Have you ever used the services of the Coordinator of Financial Aid (Kitty Seay):

☐ Yes, if so, please rate below
☐ No (skip this section)

- A. Competence in administration of all Financial Aid:
☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement
- B. Competence in evaluating financial aid recipient:
☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement
- C. Competence in establishing positive student relationship:
☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement
- D. Ability and interest in solving general student problems:
☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement
- E. Ability and interest in solving financial problems of students while attending PHCC; i.e., tuition, books, fees,
☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement
- F. Ability to exhibit understanding and concern:
☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement
- G. Overall Administration of the program:
☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement

COMMENTS:

Career Development Center Services:

6. Have you used the services of Counseling or Career Development Services from Cheryl Joyce:

☐ yes, if so, please rate the following
☐ no (skip this section)

- A. Competence as a Counselor:
☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement
- B. Competence in Career Development:

☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement

- C. Ability to Market/Promote the Services of the Career Development Center:
☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement
- D. Ability to Establish Good Working Relationships With Other College Units:
☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement
- E. Effectiveness of Job Placement Center: (For example, job referrals, job notices, on-campus recruiting, and Career Day)
☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement
- F. Overall Administration of the Career Development and Placement Center:
☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement

COMMENTS:

Center for Non-Traditional Services

7. Have you used the Services of the Center for Non-traditional Studies? (Pam Stokes and Jeff Porter)
☐ Yes, if so, please specify which program and rate the following:
 ☐ Breaking Barriers
 ☐ Single Parents
 ☐ Nite Owls
☐ No (skip this section)
- A. Competence in Administering the Programs in the Center for Non-traditional Studies:
☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement
- B. Competence in Establishing Positive Student Relationships:
☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement
- C. Ability and Interest in Solving General Student Problems:
☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement
- D. Ability and Interest in Solving Special Student Problems:S

- ☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement
- E. Availability of Information Regarding Programs in the Center:
☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement
- F. Attitude of Classified (Secretarial Staff) toward students in the Center:
☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement
- G. Atmosphere of the Center for Non-traditional Studies:
☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement
- H. Training and Expertise of the Staff to meet the needs of Students Enrolled in the Center:
☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement
- I. Overall Evaluation of the Center for Non-traditional Studies:
☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement

COMMENTS:

Student Activities:

8. Have you used the services of the Student Activities Director:
 (Mark Gibson)
☐ Yes, if so, please rate the following
☐ No (skip this section)
- A. Quantity of Student Activities Available to Students:
☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement
- B. Quality of Student Activities Available to Students:
☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement
- C. Ability to Provide Leadership and Direction for Student Activities:
☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement
- D. Ability to Provide Information Concerning College Procedures and Recommendations:
☐ Excellent ☐ Very Good ☐ Above Average ☐ Average

☐ Below Average ☐ Needs Improvement

E. Ability to Relate to Students and Staff:

☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement

F. Overall Competence in the Administration of the Student Activities Program:

☐ Excellent ☐ Very Good ☐ Above Average ☐ Average
☐ Below Average ☐ Needs Improvement

COMMENTS:

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